26952

National Library of Canada / Bibliothèque nationale du Canada — CANADIAN THESES ON MICROFICHE / THÈSES CANADIENNES SUR MICROFICHE

NAME OF AUTHOR/*NOM DE L'AUTEUR* Pamela Rose WEINLICK

TITLE OF THESIS/*TITRE DE LA THÈSE* An Evaluation of an Educational Small Group Experience Using Transactional Analysis

UNIVERSITY/*UNIVERSITÉ* University of Alberta

DEGREE FOR WHICH THESIS WAS PRESENTED/*GRADE POUR LEQUEL CETTE THÈSE FUT PRÉSENTÉE* Master of Education

YEAR THIS DEGREE CONFERRED/*ANNÉE D'OBTENTION DE CE GRADE* Fall, 1975

NAME OF SUPERVISOR/*NOM DU DIRECTEUR DE THÈSE* DR. D. D. Sawatzky

Permission is hereby granted to the NATIONAL LIBRARY OF CANADA to microfilm this thesis and to lend or sell copies of the film.

The author reserves other publication rights, and neither the thesis nor extensive extracts from it may be printed or otherwise reproduced without the author's written permission.

L'autorisation est, par la présente, accordée à la BIBLIOTHÈQUE NATIONALE DU CANADA de microfilmer cette thèse et de prêter ou de vendre des exemplaires du film.

L'auteur se réserve les autres droits de publication; ni la thèse ni de longs extraits de celle-ci ne doivent être imprimés ou autrement reproduits sans l'autorisation écrite de l'auteur.

DATED/*DATÉ* September 15, 1975 SIGNED/*SIGNÉ* Pamela Rose Weinlick

PERMANENT ADDRESS/*RÉSIDENCE FIXÉ* 15106 76 avenue
Edmonton, Alberta
Canada

NL-91 (3-74)

THE UNIVERSITY OF ALBERTA

AN EVALUATION OF AN EDUCATIONAL SMALL GROUP EXPERIENCE USING TRANSACTIONAL ANALYSIS

BY

© PAMELA ROSE WEINLICK

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE

OF MASTER OF EDUCATION

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

EDMONTON, ALBERTA

FALL, 1975

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled AN EVALUATION OF AN EDUCATIONAL SMALL GROUP EXPERIENCE USING TRANSACTIONAL ANALYSIS, submitted by Pamela Rose Weinlick in partial fulfillment of the requirements for the degree of Master of Education.

.....
Supervisor

.....

.....

Date September 15, 1975

To Jean Campbell

whose search for herself was

an inspiration

ABSTRACT

Minimal research has been carried out on the effects of educationally-oriented small groups using transactional analysis, (TA). The purpose of this study was to research the effect of a TA program on a small group of nine upper-middle class married women, between the ages of twenty-seven and forty. They were selected for their interest in learning more about themselves, through this theory. The group met for a three hour session, one evening a week, for eight weeks. The writer served as leader.

The program was designed to include a balance of cognitive input and experience, and a balance of structure and freedom. Caring, supportive leadership behaviors and group norms were considered to be important to the design of the TA program. The goal of the program was to increase self awareness so that participants would emerge with less of a need to control others, more of an ability to be in charge of their feelings and behaviors, and more able to be open-minded and flexible in their attitudes and behaviors toward others. Six specific questions were raised to determine if the suggested anticipated trends would be achieved. Scores on four instruments were obtained for each individual before and after the eight week program, in order to answer these questions.

Linn Coffman's Parent-Adult-Child Scale was chosen to detect tendencies toward less authoritarian, more open-

minded behavior toward themselves and others. A variation of this Scale was devised to determine whether or not significant others, their husbands, noticed these changes. David McCarley's Ego State Inventory was chosen to detect congruence with one ego state stimulus. George Kelly's Role Construct Repertory Test was chosen to detect tendencies toward increased open-mindedness and flexibility in their attitudes toward themselves and others. A non-statistical case study approach was applied to the data so that each group participant could be analyzed individually. This procedure allowed the writer to analyze the exceptions to the anticipated trends as well as the achievement of them.

The results indicated that 66 per cent of the self-reported anticipated trends were achieved by the group members. 33 per cent of these trends were not achieved. That is, seven of the nine participants did indeed become less authoritarian and six of the nine did indeed become more flexible and open-minded. There was no evidence, however, that these changes were noticeable to their husbands.

Generally, the results indicated that this kind of a small group experience will produce positive behavior changes in motivated group members. Furthermore, the case study approach seems to be a worthwhile method for obtaining as much information as possible. Future research might focus on different populations in more than one group, with trained leaders, who are separate from the research.

Never let success hide its emptiness from you,
  achievement its nothingness,
  toil its desolation.
And so keep alive the incentive to push on further,
  that pain in the soul which drives us beyond ourselves.

Whither?
That I don't know.
That I don't ask to know.

Dag Hammarskjold, Markings

ACKNOWLEDGEMENTS

The writer is thankful to the many persons who have been of assistance throughout this study, especially the nine group members and their husbands.

Very special appreciation is given to Dr. Don Sawatzky, supervisor, co-therapist and friend, for his valuable contributions, encouragement and support throughout the study. Minimal regret is felt for the loss of his continual proddings which offered entertaining material for many transactional analysis workshops.

Appreciation is also given to Lois Hammond, for her on-the-spot proofreading, and to Charles Norman, for his "nurturing" and support.

Finally, I am thankful to my husband, John, for his patience and encouragement and to our little unborn Weinlick for "his" prodding reminders that theses and due dates arrive all too soon.

TABLE OF CONTENTS

CHAPTER		PAGE
I.	INTRODUCTION AND PROBLEM	1
	Thesis Rationale in a Global Context	1
	Transactional Analysis: Its Background and Its Use in This Study	3
II.	THEORY AND RELATED RESEARCH	5
	The Group as it Affects the Individual	5
	Assessment of Behavior Changes Effected Through Encounter Groups	5
	The Nature of the Group Experience	9
	Leadership Characteristics	9
	Norms and Group Cohesiveness	12
	Summary	13
	Transactional Analysis Theory	13
	Structural Analysis	14
	Transactional Analysis	17
	Game Analysis	21
	Script Analysis	22
	Related Research	23
	Personal Construct Theory	25
	Related Research	27
	Relevant Questions Raised from the Review of the Literature	30
III.	METHOD	31
	Sample	31
	Procedure	31

Chapter Page

Instruments Used for Pre and Post Testing . . 31

Parent-Adult-Child Scale 32

Ego State Inventory. 33

Role Construct Repertory Test 34

Summary. 37

Statistical Rationale: Method of Analysis and Interpretation of Data. 38

Development of the Transactional Analysis Program 40

The Leader as Related to the Program Design 40

Questions and Anticipated Trends 42

Question 1 43

Question 2 43

Question 3 43

Question 4 44

Question 5 44

Question 6 45

IV. RESULTS 46

Individual Summary of Results 46

Person Number One - Personal Data 46

Person Number Two - Personal Data 49

Person Number Three - Personal Data . . . 52

Person Number Four - Personal Data 55

Person Number Five - Personal Data 58

Person Number Six - Personal Data 61

Chapter Page

Person Number Seven - Personal Data . . . 64

Person Number Eight - Personal Data . . . 67

Person Number Nine - Personal Data . . . 70

Summary of Individual and Group Results . . 73

Question 1 75

Question 2 77

Question 3 79

Question 4 80

Question 5 83

Question 6 85

Summary 86

V. DISCUSSION 87

REFERENCES 95

APPENDIX A Transactional Analysis Program. 100

APPENDIX B Letters to Husbands 127

APPENDIX C PAC Scales 130

APPENDIX D Husband's PAC Scales. 138

APPENDIX E Ego State Inventory 148

APPENDIX F Role Construct Repertory Test 151

LIST OF TABLES

TABLE	Description	Page
I.	Summary of Anticipated Trends From Pre to Post Tests for the First Four Research Questions	74
II.	Comparison of Anticipated Trends From Pre to Post Tests for the Last Two Research Questions with Anticipated Trends for the First Two Research Questions	83

LIST OF FIGURES

FIGURE		Page
1.	Movement from Pre to Post Tests on the Participants and Husband's PAC Scales	47
2.	Movement from Pre to Post Tests on the ESI	48
3.	Movement from Pre to Post Tests on the REP Test	49
4.	Movement from Pre to Post Tests on the Participant's and Husband's PAC Scales	50
5.	Movement from Pre to Post Tests on the ESI	51
6.	Movement from Pre to Post Tests on the REP Test	52
7.	Movement from Pre to Post Tests on the Participant's and Husband's PAC Scales	53
8.	Movement from Pre to Post Tests on the ESI	54
9.	Movement from Pre to Post Tests on the REP Test	55
10.	Movement from Pre to Post Tests on the Participant's and Husband's PAC Scales	56
11.	Movement from Pre to Post Tests on the ESI	57
12.	Movement from Pre to Post Tests on the REP Test	58
13.	Movement from Pre to Post Tests on the Participant's and Husband's PAC Scales	59
14.	Movement from Pre to Post Tests on the ESI	60
15.	Movement from Pre to Post Tests on the REP Test	61
16.	Movement from Pre to Post Tests on the Participant's and Husband's PAC Scales	62
17.	Movement from Pre to Post Tests on the ESI	63
18.	Movement from Pre to Post Tests on the REP Test	64

FIGURE		Page
19.	Movement from Pre to Post Tests on the Participant's and Husband's PAC Scales	65
20.	Movement from Pre to Post Tests on the ESI	66
21.	Movement from Pre to Post Tests on the REP Test	67
22.	Movement from Pre to Post Tests on the Participant's and Husband's PAC Scales	68
23.	Movement from Pre to Post Tests on the ESI	69
24.	Movement from Pre to Post Tests on the REP Test	70
25.	Movement from Pre to Post Tests on the Participant's and Husband's PAC Scales	71
26.	Movement from Pre to Post Tests on the ESI	72
27.	Movement from Pre to Post Tests on the REP Test	73
28.	Movement from Pre to Post Tests on the Parent Scale of the PAC Scale	75
29.	Movement from Pre to Post Tests on the Adult Scale of the PAC Scale	77
30.	Movement from Pre to Post Tests on the Adult Scale of the ESI	79
31.	Movement from Pre to Post Tests on the Parent Scale of the Husband's PAC Scale	84
32.	Movement from Pre to Post Tests on the Adult Scale of the Husband's PAC Scale	85

CHAPTER ONE

INTRODUCTION AND PROBLEM

I. Thesis Rationale in a Global Context

Modern man is struggling with what it means to be human in an age of industrial and material progress. Attempts to help him answer his questions have resulted in the many-faceted human potential movement. The roots of the movement lie in task-oriented groups, sensitivity training, group therapy, sensory awareness, increasing Western awareness of Eastern religions and in humanistic psychology.

William Schutz, a well-known person in the human potential movement, identifies the need for man to achieve his full potential and to experience joy in his fulfillment.

> ...Fulfillment brings to an individual the feeling that he can cope with his environment; the sense of confidence in himself as a significant, competent, lovable person who is capable of handling situations as they arise, able to use fully his own capacities, and free to express his feelings.
>
> Obstacles to realizing this potential come from everywhere. The methods used to organize social institutions frequently squelch creativity and impose mediocrity. Society seems to place a premium on relationships featuring hypocrisy and superficiality - relationships that are tolerated rather than sources of happiness. Child-rearing practices, sexual attitudes, much religious dogma, attitudes toward material achievement, confusion about maleness and femaleness - all coalesce to make it difficult for an individual to learn to know himself, to like himself, to become acquainted with his real feelings and desires, and to learn to use himself effectively and joyously (Schutz, 1967, pp. 17-18).

Six years ago, Sam Keen, former professor at Louisville Theological Seminary, saw modern man coping with these obstacles in two ways.

We are in the middle of two revolutions. One is hard, explosive and political. It is concerned primarily with the redistribution of political power and is committed to a strategy of direct confrontation. The other is soft, implosive and religious. It is concerned primarily with the alteration of consciousness, with erotic and mystical experience and with the resacralization of intimate relationships. The hard revolution finds its focus in the emergence of power groups - black, brown, student. The soft revolution is diffuse and without organizational manifestations but its visible outposts are the "growth centers" (now numbering between 90 and 100) which have been modeled on the Esalen Institute in San Francisco (Keen, 1969, p. 21).

Carl Rogers concurs with Sam Keen's observation of the soft revolution, and calls the human potential movement "the most rapidly spreading social invention of the century and probably the most potent..." (Rogers, 1970, p. 1).

And finally, Ivan Illich, educator-theologian, suggests that it is through self-awareness and personal growth that individuals will confront these dehumanizing systems of our industrial age. He says:

> The celebration of man's humanity through joining together in the healing expression of one's relationships with others, and one's growing acceptance of one's own nature and needs, will clearly create major confrontations with existing values and systems. The expanding dignity of each man and each human relationship must necessarily challenge existing systems (Illich, 1971, p. 6).

Schutz, Keen, Rogers and Illich, psychologists, theologians, and educators, are not only aware of man's need to discover his full potential. They also describe the urgency with which man must begin to confront the obstacles which prevent him from filling his need. One of the ways man is confronting these obstacles, is through the

human potential movement. One of the specific psychological theories within this movement, is transactional analysis. The purpose of this study is to look at the effects of this theory on the individual who is motivated to discover his potential.

II. Transactional Analysis: Its Background and Its Use in This Study

Among the many group therapies, transactional analysis is rapidly becoming more and more popular among people searching for new ways to understand themselves and others. Churches, teachers, nurses, guidance counsellors, social workers, housewives and couples are asking for qualified people to run educational workshops and therapy groups in transactional analysis. Very little research has been carried out to determine what it is about transactional analysis that is so appealing to so many, and to determine how successful it is in facillitating change and growth.

Transactional analysis (TA) was originated by Eric Berne in the 1950's and popularized by Thomas Harris in his best selling book, I'm OK, You're OK, in 1969. TA is a method of studying human behavior and relationships, which has led to an understanding of how decisions made at a young age affect our adult feelings and behavior. A major theme in the method revolves around helping individuals gain insights about these early decisions. They may then more fully take charge of their lives by taking more responsibility for their feelings and their behaviors, recognizing

that they have control over both. The theory has often been described as being for people who want to change and not for those who want to be coddled.

The method purports to help individuals become more autonomous by helping them become more aware, more spontaneous and freer to be intimate. To become more aware, means to increase the individual's capacity to see the world in his own way, rather than the way he was told to see it. To release spontaneity means to help him discover his ability to choose how and what to feel so that he no longer has to feel what he was conditioned to feel. To be freer to be intimate, means to enable him to be close to another without being exploited or exploiting (McCormick, 1971).

Since the method purports to help people become more autonomous individuals, the purpose of this study is to research the actual effect of an eight week transactional analysis program on a small group of nine individuals. The goal of this program is to increase self awareness so that participants will emerge with less of a need to control others, and more of an ability to be in charge of their feelings and behaviors, and to be more flexible in their perceptions of events around them. It is assumed that these dimensions of behavior reflect movement toward the realization of their full human potential.

CHAPTER TWO

THEORY AND RELATED RESEARCH

Generally, the focus of chapter two will be to explain the theory and to outline the research for each of three areas: the group as a means of allowing individuals to grow toward a fuller expression of their potential; the theory of transactional analysis as the conceptual basis for the eight week program offered in the group; and role construct theory as a tool for understanding and measuring possible changes in the behaviors of the group participants.

I. The Group as It Affects the Individual

Encounter groups are people changing groups (Lieberman, Yalom, and Miles, 1973). The focus of such groups is more upon personal growth and increased human potential than upon remedial or corrective treatment. Participants usually see themselves as normal people attempting to function more effectively at the interpersonal level, rather than as sick people seeking treatment to relieve suffering. The group experience has an explicit focus upon behavior change.

Assessment of Behavior Changes Effected Through Encounter Groups

The question of how to assess the behavior changes effected through encounter groups is not a simple one and has been approached in several different ways by various researchers. Randomization, measurement and which variables to test for change, all pose problems to the group researcher. Randomization poses a problem because not only

must participants be considered, but also leaders, group treatments and environments must be controlled. Measurement is a problem because previous research indicates that the more reliable measures are often of trivial outcomes. The other problem is that the measurement itself, sometimes affects the process and therefore the outcome.

The question of which variables should be looked at in order to determine behavior change has probably received the most agreement among group researchers. The six most frequently recurring objectives in the group literature are related to those stated by professionals doing therapy, and are closely correlated with the listed characteristics of positive mental health (Jahoda, 1958). Gibb (1971) organized research on the effects of groups on individuals in the following six categories: one, sensitivity to others; two, managing feelings of the self; three, managing motivations of the self toward others; four, functional attitudes toward the self; five, functional attitudes toward others; and six, interdependent behavior.

Most researchers have limited their studies to one or two of these six categories. For instance, in the first category, sensitivity to others, Gage and Exline (1953) and Bennis, Burke, Cutter, Harrington, and Hoffman (1957) all found no change in the ability of group participants to predict responses of other participants or thus to be more sensitive to them. Bunker (1965), on the other hand, studied 341 participants in a controlled two week long sensitivity

experience and found significant changes in increased openness toward others, greater tolerance for new information and greater acceptance of differences in others.

Some investigators have looked at the fourth category dealing with functional attitudes toward the self. These investigators have attempted to determine changes in perceptions in the actual self and of the ideal self, as well as changes in the degree of congruence between the two measures. An increase of congruence is a function of an increase in a positive view of the self rather than of a change in the view of the ideal self. Therefore a change in the degree of congruence can be interpreted as a change in self-esteem or self acceptance. Burke and Bennis (1961) found this to be true. On the other hand, Gassner, Gold and Snadowsky (1964) also found this to be true, but found similar differences in the control group.

Argyris (1962) studied the fifth category, functional attitudes toward others, and found significant trends toward less authoritarian, more democratic and participative attitudes among individuals who had participated in a group experience.

The most recent and most comprehensive study done in the area of group research has been done by Lieberman, Yalom, and Miles (1973). They used all the previous variables studied to develop an Index of Change which included four perspectives, through which five areas of potential change were analyzed. The four perspectives were from the partici-

pants themselves, co-participants, leaders, and friends and relatives. The areas of potential change analyzed were the person's values, his attitude toward encounter experiences, his behavior and self-esteem, his view of himself compared with his ideal self image, and his view of others. The overall results were inconclusive: one third of the participants showed positive changes after the encounters, one third showed no changes and one third showed negative changes. This was exactly what Truax and Carkhuff (1967) found when they studied the effects of individual counselling, and thus had to conclude that counselling is generally ineffective. However, just as there is little basis for assuming that all counselors behave in the same way and therefore should produce the same end results, there is also little basis for assuming that there is a standard encounter group experience which is equally effective in inducing growth and change. Instead, there are probably therapeutic ingredients likely to lead to helpful client outcomes and there are therapeutic ingredients likely to lead to harmful client outcomes.

The Lieberman study attempted to discover what these ingredients were, by individually examining the seventeen different learning environments. These groups differed considerably in the behavior of the leaders, in the working procedures, in cohesiveness and norms, and in the use of time. Most of the modesty of the gain shown by participants, using the Index of Change, is due to these diff-

erences among the groups. When these groups were looked at individually, it was discovered that entire groups seemed to be either highly productive learning environments, innocuous learning environments or highly destructive learning environments.

The Nature of the Group Experience

What is the nature of the group experience which effects positive or negative outcomes for individuals? Lieberman's research seems to indicate that leadership qualities, group norms and group cohesiveness are three major factors involved in producing changes.

Leadership Characteristics

Certain leadership characteristics seemed to be prevalent in the highly productive learning groups which Lieberman, Yalom and Miles studied. First, they discovered that effective leaders were moderate in the amount of emotional stimulation they gave the group. Emotional stimulation was defined as any leader behavior which emphasized revelation of his feelings, revelation of his personal values, attitudes, or beliefs, frequent participation as a member of the group, challenging or confronting group members and drawing attention to himself. Stylistically, emotional stimulation was demonstrated when the leader became a risk-taker by modeling expression of feelings. All leaders were scored on this dimension and their groups were rank ordered accordingly. High scores indicated high amounts of emotional stimulation. The most effective groups were in

the middle of the rank order, indicating that a moderate amount of emotional stimulation is effective in changing behavior of individuals in a group.

They also discovered that effective leaders were moderate in the amount of group management they exercised. Group management was defined as any behavior which included suggesting or setting rules, directing the movement of the group by sequencing, pacing, stopping or blocking events in the group, and establishing norms setting the goals of the group. The use of structured material was also included in this definition. Again, all leaders were scored on this dimension and their groups were rank ordered accordingly. The most effective groups were in the middle of this rank order, indicating that a moderate amount of leader guidance and structure is good for effecting behavior change in groups.

Previous research in this area has been somewhat conflicting. For example, Argyris (1967) contended that structured learning activities led to an unproductive learning climate in that they encouraged dependency on the leader rather than individual growth. In contrast, Fagan (1970) contended that structured exercises were effective in producing changes and were better than letting the group spend many sessions groping aimlessly for understanding. In light of the Lieberman research, perhaps both are correct. Too much structure may lead to dependency, but some is necessary for effectiveness to be insured. Furthermore, this

fits in with Lewin, Lippitt and White's findings (1939) that democratic leadership produced more growth, than did authoritarian or laissez-faire leadership. Specifically, democratic leadership produced less leader dependency and more friendliness and satisfaction, while authoritarian leadership created leader dependency, hostility and apathy. Laissez-faire leadership produced anger, aggressiveness and general dissatisfaction. All of this research has specific implications for the program used in this study, which will be discussed in more detail in chapter three.

The Lieberman team also discovered that effective leaders scored very high in the amount of caring they exhibited in their groups. Caring behavior was defined as any behavior which offered friendship, love, affection, protection, support, praise, encouragement and frequent invitations to members to seek feedback. Stylistically, the caring leaders expressed considerable warmth, acceptance, genuineness and a real concern for other human beings in the group. When the leaders were rank ordered on this dimension, the best group leaders were at the top.

Finally, they discovered that effective group leaders used cognitive feedback to give meaning to each individual's experience in the group. That is, leaders provided the group participants with conceptual tools which enabled them to understand what was happening to them, experientially. These leaders explained, clarified, interpreted and provided frameworks for how to change behavior. They

offered explanations for consideration. The group leaders were rank ordered on this dimension, and again, the best ones were at the top of the ranking.

Norms and Group Cohesiveness

In addition to the leadership qualities which effect the nature of the group experience, norms and group cohesiveness also affect the outcome. Groups with norms which favored moderate emotional intensity and confrontation, supportive peer control and looser boundaries of what could legitimately be discussed, showed higher learning. Furthermore cohesive group atmospheres of warmth and unity, which were more involving and more harmonious during the latter part of their life together, were better as learning environments. This is consistent with the research Yalom did in 1967 when he found that indicators of group cohesiveness measured at the sixth therapy session were predictive of future therapeutic outcomes. William Schutz (1958) had previously reported that highly compatible task groups or cohesive groups were more productive.

In conclusion, the nature of the group experience seems to be most affected by leadership style, norms and group cohesiveness. The ideological label of the group seems to mean very little in predicting leader behavior and member benefits. For example, in the Lieberman research, one of the most successful groups was a transactional analysis group. However, a second transactional analysis group was rated one of the least successful groups. Both of these

leaders were chosen for their competence in the theory; however, obviously they were not both equally competent in understanding how people best learn and grow.

Summary

Transactional analysis groups are not so much concerned with group process of member-member relationships. Instead they are oriented toward leader-member relationships. A moderate amount of structure is used in the teaching of the TA concepts. This structure is designed so that members experience suggested activities individually and then share their experiences with the group.

How to assess behavior change, what to assess and how to implement the program were crucial questions for this study. In light of previous research, with the exception of the nature of the group experience affecting positive outcomes, it is evident that others have had difficulty being conclusive in their answers to these questions. The way this study approaches randomization, measurement, which variables to measure and program implementation problems is discussed thoroughly in chapter three.

II. Transactional Analysis Theory

Transactional analysis (TA) is a rational approach to understanding behavior and is based on the assumption that any individual can learn to trust himself, think for himself, make his own decisions, and express his feelings. Its principles can be applied on the job, in the home, in the classroom, and in the neighborhood or wherever people

deal with people.

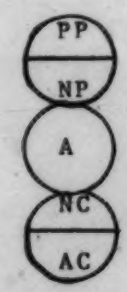
TA theory is divided into four kinds of analyses, each dependent upon the previous analysis. The first is structural analysis, which is designed to explain what is happening within the individual. The second is transactional analysis, which is designed to explain what is happening between two or more individuals. The third is game analysis, which is designed to explain particular kinds of transactions which have bad feeling payoffs. The fourth is script analysis, which is designed to explain the life plan that an individual may be following. The eight week program used in this study teaches aspects of all four analyses. (See Appendix A)

Structural Analysis

The notion of ego states stands as one of the major cornerstones upon which transactional analysis is based (Steiner, 1971). Dr. Eric Berne, originator of the theory of TA, defines an ego state as "a consistent pattern of feeling and experience directly related to a corresponding consistent pattern of behavior" (Berne, 1964, p. 364). Berne goes on to say that each individual has only a limited repertoire of such ego states. These are:
a. exteropsychic (Parent), an ego state which emphasizes the collection of rules for living which have been learned from parents or other significant authority figures;
b. neopsychic (Adult), an ego state which is autonomously directed towards a logical appraisal of reality; and c.

archaepsychic (Child), an ego state which was established in childhood and represents the creative, imaginative, angry, hateful, loving, impulsive, intuitive, spontaneous, and fun-loving ways of being.

Both the Parent and the Child ego states can be subdivided (Berne, 1963). The Parent ego state is divided into "nurturing parent" and "prejudiced parent" behaviors. The "nurturing Parent" is demonstrated by supporting and sympathizing behaviors and the "prejudiced parent" is displayed with dogmatic and disapproving behaviors. The Child ego state is divided into "adaptive child" and "natural child" behaviors. The "adaptive child" responds to parental influences by being compliant or avoiding, and the "natural child" separates itself from parental messages and responds to situations intuitively, creatively and spontaneously. They are diagrammed as follows:



Punishing Parent
Nurturing Parent
Adult
Natural Child
Adaptive Child

EGO STATE STRUCTURE

It is desirable to have a free flow of energy among all the ego states, so that any one ego state may be freely available to the individual for any given situation. It

is the Adult ego state which acts as the executor to determine which state that will be. Therefore, a strong Adult is an essential requirement of a fully functioning individual. It is this part of the person which is capable of self understanding and which also has the ability to initiate and direct positive behavior change.

Transactional analysis literature is lacking in reports of empirical research, because most of the emphasis has been on clinical observations and theoretical discussions. However, a few researchers have validated the existence of Berne's notion of the three ego states. Dr. George Thomson (1972) developed an instrument with audio tapes which clearly demonstrated that ego states are a function of the personality, and are also a product of transactions with others. He concluded that ego states can be consistently identified and that future research should include the use of ego state identification.

Dr. David McCarley (1971) designed the Ego State Inventory for his PhD thesis at the University of Alberta. He used the notion of ego states to determine whether or not individuals in five different professions exhibited a predominance of one or more different ego states, according to the particular demands of the profession. His results were not conclusive, however, his instrument was able to consistently identify the individual characteristics of each ego state.

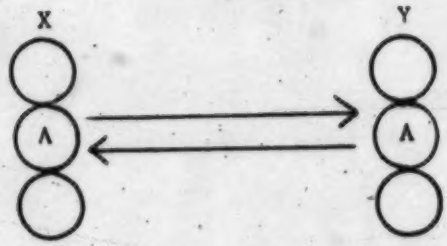
Dr. Lynn Kealy (1975) refined and adapted the Parent-

Adult-Child Scale and also found that each ego state is uniquely identifiable.

Transactional Analysis

People communicate with each other by means of transactions. A transaction is an exchange between two persons, consisting of a stimulus and a response between specific ego states. Transactions can be simple, involving only two ego states, or complex, involving three or four ego states. A conversation consists of a series of transactions linked together. Whenever an individual initiates a transaction or responds to a stimulus from another person, he has a number of options as to which ego state he will use and to which ego state in the other person his stimulus will be directed. The healthy individual is autonomous in his choice of options and chooses to initiate or respond from the ego state he judges to be the most useful in a given situation. There are three kinds of transactions, complementary, crossed and ulterior. For each, there is a corresponding rule of communication.

A transaction is complementary if the response is appropriate to the stimulus and follows in the natural order of healthy human interaction (Berne, 1964). An essential feature is its ongoing nature. The following is an illustration of a complementary transaction. The communication vectors are parallel.

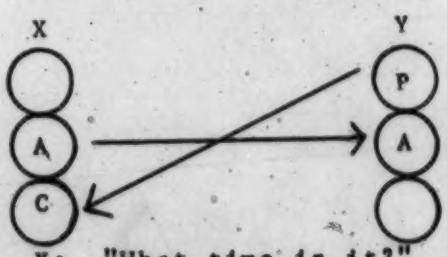


X: "What time is it?"

Y: "It's 2:30."

COMPLEMENTARY TRANSACTION

The stimulus-response communication vectors in a crossed transaction cross each other. When this crossing occurs, the intended communication is broken off and the transaction ceases until there is a realignment of ego states by one or both of the individuals. The following is an example of a crossed transaction.



X: "What time is it?"

Y: "You should wear your own watch."

CROSSED TRANSACTION

The stimulus-reponse communication vectors in an ulterior transaction may be either parallel or crossed. It appears to be one message verbally, but non-verbally carries an entirely different message. The communication result is confusion. The following is an example of an

ulterior transaction.

X: "Mommy, can I go out to play?"

Y: "No, it's too cold."

("I'm too tired, so leave me alone!")

ULTERIOR TRANSACTION

This example is an ulterior transaction, because Y's words come from her Adult ego state, and are a statement of fact. However, her non-verbal message comes from her Child ego state. X must then choose which message to respond to, and may feel confused.

The major motivational force behind these transactional chains of conversation are explained by the need for stimulation, the need for time structure and the need for confirmation of role position (Steiner, 1971). The need for stimulation, physical stroking and psychological recognition, is basic to the survival of each person (Berne, 1964). The process of filling this need is referred to as "stroking." Positive strokes, like hugging, praising and encouraging are the most satisfying, but under deprivation conditions, negative strokes, like criticizing, striking and ignoring are sought after (Steiner, 1971; Dreikurs, Grunwald and Pepper, 1971).

Another need focuses on the desire to establish a social structure within which the person can transact with others (Steiner, 1971). Harris (1969) organizes social situations into the following time structuring sequence:

(a) Withdrawal - when the person finds himself with boring associates, he withdraws into a fantasy world, where he strokes himself.

(b) Rituals - a programmed use of time where everybody follows a certain pattern. Only formal interpersonal contact is possible within this framework.

(c) Pastimes - a type of social probing where one seeks information about others in a non-threatening, non-committal way. An example is the discussion of politics or cars.

(d) Activity - when individuals do something together, like working on a common task.

(e) Games - a means of avoiding intimacy, while maintaining intensity. Games always produce negative feelings.

(f) Intimacy - an interaction where the Adult of both persons allows the "natural child" to emerge. There is an unconditional acceptance of the other person and a mutual exchange of positive strokes.

The final basic human need which may be a motivational force for certain transactions, emphasizes the desire to confirm fundamental life-long existential positions: I'm OK - You're OK; I'm not OK - You're OK; I'm OK - You're not OK; I'm not OK - You're not OK. These positions are decided upon early in life and need continuous reaffirmation. They reflect a person's general orientation toward himself and other people. Harris (1969) indicates that the "I'm not OK - You're OK" position is adopted by most people, but there is a possibility of moving to other positions as a result of interpersonal transactions.

Game Analysis

Psychological games are defined by Berne as ongoing series of complementary ulterior transactions progressing to well-defined, predictable outcomes. They are learned patterns of behavior which begin with discounts and end with bad feelings. Most people play a small number of favorite games with various persons, at varying intensities. Game players intuitively seek out and find partners for complementary games, so it is often in close relationships that most games are played to the greatest intensity. They are always played outside of the awareness of the individuals involved in them.

Two complementary games which two individuals might play are "Yes, But" and "I'm Only Trying to Help You." In these games, person X begins with Adult words asking for help from person Y. His non-verbal message comes from his Child

ego state, which says, "tell me what to do so I can rebel against you and not do it." Person Y responds to X's need with Adult words and gives good advice. His non-verbal communication, however, comes from his Child ego state in which he says, "reject all my good ideas so I can feel inadequate." Both parties end up with bad feelings, because the one doesn't get the help he ostensibly wants, and the other doesn't succeed in helping. Neither is consciously aware of the non-verbal intentions of their interaction together.

Script Analysis

Script analysis is based on the notion that an individual will, out of his awareness, make decisions about how his life is going to be lived before he is age six or seven. This is based on how he perceives himself receiving positive or negative recognition from the people around him. These early decisions influence his behavior for the rest of his life. The general script decided upon, will determine the kinds of transactions he will carry on with other people, the kinds of games that he will choose to play with others, the way in which he will structure most of his time and how he views himself. Scripts tend to be very powerful, because even though they may be full of negative experience, they are decided upon at a very early age, and thus the individual feels secure in continuing the life plan, because it feels familiar.

However, with the use of the Adult ego state, awareness

of these transactions, games and life scripts is possible. With this awareness it is possible to make new decisions in order to live more spontaneous, autonomous lives. More specifically, it is possible to learn new behaviors, if one or more of the ego states seems to be unavailable in an individual's repertoire of experience; or it is possible to structure time so that there may be a balance between being alone and being with others in healthy ways; or it is possible to stop games, once the ulterior needs are recognized and dealt with; or it is possible to examine the existential position and decide to move toward the "I'm OK - You're OK" position. These are the goals of both educational and therapeutic transactional analysis experiences.

Related Research

Very little research has been carried out in the area of transactional analysis. However, one key research study has dealt with the effectiveness of transactional analysis with juvenile delinquents (McCormick, 1973). In this study, TA was compared with behavior modification. The results indicated that both methods were equally effective in promoting positive behavior changes.

Another research study used TA as a means of teaching writing in the high school (Beckstrand, 1973). There were no significant changes in written expression, but there were significant changes in internal locus of control. Beckstrand indicates that there was a change from "bickering,

shouting, uncooperative groups into congenial, helpful, reasonably interested students willing to pursue their own needs and desires in a productive fashion" (Beckstrand, 1973, p. 163).

Finally, Dr. William Thweatt taught TA concepts in an introductory psychology course at the University of Arizona in Tucson. Self reports of the students indicated that 96 per cent of them found TA personally meaningful. Many, almost 50 per cent, gave specific examples of changes in their lives, rather than general statements about what happened to them. This study is of particular relevance for this research project, since it demonstrates the results of teaching TA concepts in a group, rather than dealing with contracts for therapeutic change.

The aim in this study, then, is to foster increased personal self-awareness through the teaching of TA concepts, accompanied by small group sharing experiences. It is assumed that increased personal self-awareness will contribute to change toward more healthy human functioning. George Kelly's notion of role construct systems may easily be related to becoming self aware. That is, the individual, whose personal construct system is adaptable and flexible, is likely to be aware of himself. The intent of the following section is to explain Kelly's notion and to show how it becomes a convenient concept for looking at changes toward healthy human functioning.

III. Personal Construct Theory

George Kelly's personal role construct theory is based on his belief in man's ability to come to know his world by means of the constructions he places upon it. It is through his personal constructs that each man anticipates events or people in his life and is thus able to predict and control his environment. Kelly suggests that each person sets up his own unique hierarchical system of constructs.

This system of constructs looks something like a pyramid. The base of the pyramid includes single constructs which are called subordinate constructs. These single constructs then, are interrelated and subsumed by more general constructs as the system moves toward the peak of the pyramid. The most general constructs of all are called superordinate constructs. A single construct, by itself, does not allow for successful predictions. Only when the constructs are interrelated and organized in a hierarchical fashion can they form the basis for consistent and useful anticipations.

Developmentally, an individual grows and changes by using his hierarchical system to predict events or people. If he is a healthy, functioning human being, his system is constantly changing. That is, he moves toward more and more superordinate constructs within his system, as more and more subordinate constructs are subsumed by the more general ones. The notion of permeable and impermeable constructs may clarify how this changing system works.

A permeable construct is one which is open to the inclusion of new events or people, while an impermeable construct is one which does not allow new people or events to be included. Change occurs when the permeable constructs within the system begin to include more events or people, and thus broaden and alter their original predictive capacity. As the broadening occurs, subsuming of less general constructs occurs and thus there is movement toward more superordinate constructs at the peak of the pyramid system. That is, if the constructs are permeable, there is openness and flexibility, and therefore greater opportunity for them to include new dimensions or to subsume single constructs. If the construct is impermeable, no change can happen, because nothing new is allowed into the construct system. Therefore, the construct is inert. It cannot subsume anything beneath it. According to Kelly, the number of people to whom a particular construct applies, is a measure of that construct's permeability. The greater the number of people included in a construct, the greater the degree of permeability.

For example, if an individual's construct system includes the single construct, "male - female," and if that construct is used in stereotypic ways, then the construct would be considered impermeable or inflexible. Specifically, if this individual categorizes "male - female" characteristics into specific role behaviors, he may walk into his friend's home to find him doing dishes, a female role in his

stereotypic understanding. Since this behavior is not one he anticipated, he may feel threatened or he may decide there is something wrong with his friend. The data does not fit his construct, therefore he has difficulty accomodating it, because it is impermeable. However, if this same individual understands his construct, "male - female," to simply apply to persons and their biological sex, then the construct is permeable. He then walks into his friend's home to find him doing dishes, and simply categorizes him as "a male doing dishes." His broader construct allows him to see men and to see women. What they do is not included in the construct. Thus, an infinite number of people can be categorized under either pole of the "male - female" construct and it is permeable.

Related Research

Kelly developed the Role Construct Repertory Test to obtain a measure of the number of people to whom a given construct might apply. In this way, he was examining how permeable the individual's system was. A researcher named Bieri studied construct systems in conjunction with cognitive complexity. He proposed that "a more cognitively complex individual has available a more versatile system for perceiving the behavior of others than does the less cognitively complex person" (Bieri, 1966, p. 14). He discovered that less cognitively complex individuals who were unidimensional, or who lacked superordinate construct systems, were less able to distinguish between persons in

forming impressions in social situations and were likely to assume that others were similar to themselves. The more cognitively complex people were able to form impressions based on a more integrated system or one which was organized under a superordinate construct system (Bieri, 1955; Levanthal, 1957; Adams-Webber, 1970). Movement in the direction of integration toward superordinate constructs is desirable. Integration is possible only when the constructs are permeable.

Kelly believed that changes within a construct system occur in response to validation or invalidation of the person's predictive inferences. He defines validation as compatibility between an individual's expectations and the outcomes as he observes it. Bannister (1965) worked with this notion of validation, and found that people tend to tighten the relationship between their constructs when they experience validation and loosen the relationship between constructs when they experience invalidation. He suggested then, that the whole developmental cycle is best maintained as a continuous movement, by alternating the experiences of validation. Specifically, he suggested that validating experiences are useful for learning concepts and invalidating experiences are useful for motivating individuals to learn new concepts in order to validate again. The success of the invalidating experience would be dependent upon the permeability of the existing construct system.

In group psychotherapy, Fransella and Joyston-Bechal (1971) found that construct systems loosened before people

radically changed their views of one another. In otherwards, loosening of a system or invalidating a system is necessary before new constructs can be incorporated into the old. And once again, this is dependent upon the system's degree of permeability. This research is germaine to this study, for if permeability increases in the construct systems of the group participants, then it can be assumed that validating and invalidating experiences have occurred, and that learning has taken place.

Another researcher, Roger Harrison, used a modified form of Kelly's Role Construct Repertory Test with participants in a sensitivity-training laboratory experience (1966). He found an increase in the use of inferential descriptions of people, compared to a previous use of more concrete descriptions of people. This would indicate that movement had been made toward a higher level of abstraction. That is, inferential constructs, which Harrison discovered, are similar to the superordinate constructs which Kelly talked about. This suggests that permeability existed in order for the constructs to be subsumed.

In summary, the research indicates that if a group experience is going to facilitate any lasting change in the individuals who participate, then, there will be a noticeable increase in the permeability of their construct systems. If learning has occurred, probably invalidating experiences have occurred, which have fostered a reintegration of the original construct system. Movement will have

been made in the direction of increased abstraction. This can only happen if permeability exists. Kelly's Role Construct Repertory Test is a convenient instrument to measure permeability.

IV. Relevant Questions Raised from the Review of the Literature

Existing research on groups, TA, and personal construct theory, suggests several questions for this study to pursue in regard to changes in the functional attitudes of the group members toward others. Generally, will a TA group experience provide opportunity for growth through increased personal self-awareness? That is, will participants in the group experience, become less authoritarian or less controlling in their relationships with others? In TA terms, a decrease in Parent ego state behaviors would reflect this trend. Secondly, will group participants become more open-minded and flexible in their attitudes and behavior toward others? In TA terms, this would be reflected in the use of healthy functioning Adult ego states. In Kelly's terms, this would be reflected in permeable role construct systems. Finally, will any changes in the group participants be evident to the persons closest to them? These questions are articulated more specifically at the conclusion of the discussion on instrumentation in chapter three.

CHAPTER THREE

METHOD

The focus of chapter three is upon the sample, procedures, instruments used for measurement, the rationale for using a case study method rather than a statistical method, the description of the development of the TA program used during the eight weeks, and the specific questions to be answered through the pre and post testing.

I. Sample

Nine upper-middle class women, who expressed a desire to learn more about themselves in a transactional analysis group, were studied. They were chosen because of their interest in the topic. These women ranged in age from twenty-seven to forty, were married and had at least two children. Each had some post high school training or education, but none was holding a job.

II. Procedure

The group met for a three hour session, one evening a week, for ten weeks. The first and last sessions were used for pre and post testing. Each week, TA theory was presented, followed by group exercises to illustrate the theory. The writer served as the teacher and facilitator of the sessions. A detailed course outline may be found in Appendix A.

III. Instruments Used for Pre and Post Testing

Three instruments were chosen to assess possible

changes in the group participants. Linn Coffman's Parent-Adult-Child Scale was chosen to detect tendencies toward less authoritarian, more open-minded behavior toward themselves and others. David McCarley's Ego State Inventory was chosen to detect congruence with one ego state stimulus, which might be considered an indication of self awareness. George Kelly's Role Construct Repertory Test was chosen to detect tendencies toward increased open-mindedness and flexibility in their attitudes toward themselves and others.

Parent-Adult-Child Scale

Dr. Linn Coffman developed this scale with a group of adults enrolled in a transactional analysis course at Oakland University, Rochester, Michigan. This scale is designed so that the ideal, healthy personality will have a higher Adult ego state score than he will Parent or Child ego state scores. The Adult Scale measures the degree of choice the individual sees himself having over his own behavior. The Parent Scale measures the amount of controlling, programmed ego state behavior he exhibits toward others, and the Child Scale measures the amount of adaptive ego state behavior he uses to respond to others. Dr. Coffman reports, "When the Scales have been used by students at the beginning and at the end of a course in this subject, (TA), the greatest change in average percentile score has been in the Adult and has been an increase. The second greatest change has been in the Parent and has been a decrease. Changes in the Child have been slight though positive" (Coffman, 1971).

At the time this study was carried out, there was no known research using this scale. However, information reported through personal correspondence with Dr. Coffman, indicated that the reliability (Kuder-Richardson and Hoyt) for each scale is .7. This is a measure of the internal stability of the test, since the odd numbered questions were compared with the even numbered questions. There is a relatively low intercorrelation between any two of the scales. This correlation is below .39. Therefore the scales are relatively independent of each other. A full copy of this Scale may be found in Appendix C. Detailed information on ego state analysis may be found in chapter two.

An adaptation of this scale was made for the husbands of the group participants, in order to have a measure of perceived change from a significant other. All items remained the same. Pronouns were changed from 'I' to 'She' and from 'me' to 'her'. A full copy of this Scale is included in Appendix D.

Ego State Inventory

David McCarley developed the Ego State Inventory at the University of Alberta in 1970. The inventory consists of fifty-two cartoon drawings of people in social situations. Subjects choose one of five ego state responses, (Nurturing Parent, Punishing Parent, Adult, Rebellious Child and Adaptive Child), given for each cartooned Adult stimulus. Scores are then obtained for each of the five ego states.

McCarley had hoped that high scores would indicate a strong presence of a particular ego state and that low scores would indicate the absence of a particular ego state. However, his results showed that all the groups of people he studied, nurses, programmers, police, sisters and juvenile delinquents, scored highest on the Adult scale. Coffman's Adult Scale differs from this Adult Scale in that the former measures the degree of choice the individual sees himself having over his own behavior. McCarley's Inventory is designed to analyze how an individual communicates verbally. Although it is not always desirable to be verbally in the Adult ego state, it is usually desirable to respond to an Adult stimulus with an Adult response. Any other response results in a crossed transaction. Therefore, the Inventory is limited to an assessment of only one ego state, the Adult ego state.

Dr. McCarley reported that the reliability coefficient, or the length of time between testing and retesting, was .62 (Pearson r). The internal consistency average of the five groups on the five scales was .76 (K-R), which is acceptable, statistically. He recommended that more research be conducted to further validate the instrument. Through personal correspondence, he indicated that as of May, 1974, this had not been carried out. Examples from this Inventory are included in Appendix E.

Role Construct Repertory Test

Dr. George Kelly developed the Role Construct Repertory

Test (REP Test) in 1955. He developed it from his theory of personal construct systems described in detail in chapter two. The test consists of a Role Title List in which the subject names the personal identities of the people in his own realm of experience who fit the role titles. He is then asked to compare these people in sorts of three roles, by differentiating in what important way two of them are alike but essentially different from the third. These constructs and contrasts are then scored and grouped in order to determine their permeability. Kelly describes six basic assumptions of the test:

1) The role titles represent people whom the subject has a measure of personal understanding, right or wrong, and that this provides a context for the resulting elicited constructs. These then are permeable or are open to the inclusion of new events or persons.

2) Preexisting constructs are elicited by the test.

3) The persons used to obtain the constructs are assumed to be representative of the subject's experience.

4) Constructs will be elicited which subsume, in part, the construction systems of the role titles, or element figures.

5) The constructs elicited are also representative of how the subject sees himself.

6) The words the subject uses for his constructs are adequate to give the examiner some practical understanding of how he is organizing the people in the test (Kelly, 1955, pp. 229 - 231).

Kelly reports in Volume I of his book (1955), that David E. Hunt has done some work to test the consistency or reliability of the REP Test. On a test - retest experiment, Hunt (1951) found the average per cent of agreement in constructs used among college students was 70 per cent with a standard deviation of eight percentage points. He also found that very few new constructs were produced after between twenty and thirty sorts and no novel constructs were generated after forty sorts. Therefore the test only uses fifteen sorts which is considered sufficient. It is generally considered an excellent test for research purposes (Bieri, 1966). Most of the research conducted with this test has been done with other grid forms of the test. The form used for this study was the early one developed by Kelly.

Furthermore, Fjeld and Landfield (1961) using eighty normal subjects, applied a more elaborate version of Hunt's criteria for equivalence between constructs, under varying conditions of REP Test administration. They concluded that given the same elements, the subjects, after a two week interval, produce very similar constructs. (Pearson r was .79). When allowed to take the test entirely afresh and considering new elements, subjects equally reproduced their earlier constructs. (Pearson r was .80).

To state the validity of any REP Test is difficult. No one individual can be compared with another to prove that the constructs are valid, because each individual's

construct system is unique. All that can be proved is that a construct system hangs together in its pyramid form, from the superordinate or general constructs, down to the subordinate or specific constructs. Validation or invalidation happen in terms of the construct system as a whole, for each construct system selects and evaluates its own validating criteria (Bannister & Mair, 1968, p. 180). This process is described in detail in chapter two.

English and English (1958) state that there is no such thing as general validity. Nor is there absolute validity - we determine the degree of validity. And the validity index has no meaning apart from the particular operations by which it is determined. The grid form of the REP Test lends itself to a testable analysis of internal relationships of the constructs. The form used in this study also analyzes internal relationships of the constructs, but the method is more subjective. A full copy of this test is included in Appendix F.

Summary

These instruments were administered to the women during the first of the ten sessions, before any introduction to the TA course was given. These same instruments were administered to them during the tenth session. Both pre and post tests were not scored until after the completion of the TA course. This precaution was taken in order to prevent the author from inadvertently aiming course content toward meeting specific changes for each individual.

The adapted PAC Scale was mailed to the husbands prior to the time their wives began the course and immediately following the conclusion of the course. See Appendix B for the accompanying letters.

IV. Statistical Rationale: Method of Analysis and Interpretation of Data

The traditional statistical way of analyzing data defines a single event in terms of the class to which it belongs. General principles are determined by events which occur frequently. That is, an event is a member of a class 95 per cent or 99 per cent of the time. There are always some events which fall outside of this general principle, but we never know which ones they are. Because the individual event is defined in terms of the class to which it belongs, we cannot determine if that event will in fact fall within the class of events or outside the class of events. It is only through the class of events that this individual event can be examined. For example, will Susan, who is highly anxious, perform poorly on an exam, as do the class of high anxious exam-takers? The probability can be determined. However, to state that Susan will definitely fall into that class or will definitely be the exception, cannot be done. Susan, the individual, is lost.

Warr and his co-workers (1969) state "knowledge of only the average tells us nothing about the dimensions which underlie judgments by a particular individual" (p. 32). Lieberman, Yalom and Miles also state in their study of

groups that, "Each individual must be studied separately" (1973, p. 147). This was in regard to the kinds of changes high learners in the groups experienced. They varied according to the individual and to attempt to quantify them and average them, would be meaningless.

Baloff and Becker (1967) did a study in which they plotted differences between their subjects' individual learning curves and the grouped curve and discovered that they ended up with much more valuable information as a result. They were demonstrating what R.C. Tyron had said in 1934:

> The intensive study of the average behavior of a species... generally leads the...psychologist to ignore the more interesting differences between individuals from whom the 'average individual' is abstracted. The 'average' individual is, in fact, a man-made fiction, and the behavior of a species can be properly understood only by considering variations in behavior of all, or a random sample, of the individuals who are classed in it (p. 27).

In summary, given that there is a need to derive data applicable to the individual man rather than the average man, and given that descriptive data, reflecting the actual situation, is often more useful than descriptive data concerned with hypothetical events, it was decided that each of these nine group participants should be analyzed individually. Questions were raised and anticipated trends were suggested. Group summaries for each of the anticipated trends were compiled as were explanations for each of the individuals who did not follow a given trend. In this way, it was hoped that the information obtained would be far

more meaningful than would be information obtained by averaging the members' results.

V. Development of the Transactional Analysis Program

The eight week TA program was formed from several different resources. Basically, it was designed around the belief that the more people know about themselves, the more choices they have in their interactions with others. The course was designed, then, to foster increased self-awareness, which might then lead to growth and change toward the realization of each individual's human potential. Leadership style was considered important in the development of the program.

The Leader as Related to the Program Design

Lieberman, Yalom and Miles discovered that effective group leaders manifested four specific behaviors. (Refer to chapter two for specific details.) The first was concerned with the degree to which the leader participated in the group as a member, through self-disclosing. Effective leaders did participate and share in the group to a moderate degree. The function of the leader in this study was one of occasionally modeling self-disclosure for specific exercises. Occasional modeling is important, because if group members are expected to share deeply and intimately, then the leader, too, must be willing to share deeper parts of himself, so as not to remain an outside observer. Modeling also helps to demonstrate what is expected. However, it is not to anyone's advantage for the leader to

explore himself in depth since his primary purpose is to facillitate members' self exploration. Therefore, the leader in this study was moderately involved as a group member, just as the Lieberman study suggests is ideal.

Secondly, the Lieberman study discovered that effective group leaders manifested moderate amounts of group management, in the form of the use of structured exercises, setting rules and directing movement of the group. The leader in this study, used structured exercises to teach TA concepts, but allowed much freedom in terms of how group members shared their experiences in the exercises. For example, discussions tangential to the exercise often seemed as beneficial to the participants as the exercise.

The Lieberman study also discovered that effective leaders were very high in the amount of warmth, support and caring they exhibited. In the present study, the leader and group members all knew each other fairly well before agreeing to enter into the TA group experience. This was an asset for the caring dimension. During the first session, a contract, which members and the leader contributed to, was designed to further emphasize this caring dimension. The contract was an agreement to arrive on time, to maintain confidences within the group, to participate openly and to support each other throughout the sessions. This also helped to establish a group norm of a cohesive group atmosphere of warmth and unity. The Lieberman research also pointed to the importance of this norm for effective

are articulated in this section.

Question 1

Using the Parent-Adult-Child Scale, developed by Linn Coffman, will group participants decrease their Parent Scale scores?

Coffman's position, which seems consistent with TA theory, is that it is desirable on this scale, to have lower Parent scores. If the group experience is effective in fostering positive behavior change, then decreased Parent Scale scores will be obtained by each individual at the end of the TA program.

Question 2

Using the PAC Scale, will group participants increase their Adult Scale scores?

Coffman's position on this scale is that it is desirable to have higher Adult scores. If the group experience is effective in fostering positive behavior change, then increased Adult Scale scores will be obtained by each individual at the end of the TA program.

Question 3

Using the Ego State Inventory, developed by David McCarley, will group participants increase their Adult scores?

Consistent with McCarley, it is expected that participants will have higher Adult scores on this inventory at the end of the group experience.

Question 4

Using the Role Construct Repertory Test developed by George Kelly, will group participants increase the permeability of their construct systems, which may be reflected in one of the three following ways:

(1) by a decrease in the number of superordinate constructs accompanied by a decrease or no change in the number of single constructs obtained between pre and post testing?

(2) by a decrease in the number of single constructs, accompanied by an increase in the number of superordinate constructs obtained between pre and post testing?

(3) by no change in the number of superordinate constructs, accompanied by a decrease in the number of single constructs obtained between pre and post testing?

Kelly maintains that a highly permeable construct system is an indication that the individual is open-minded and flexible in his approach toward predicting events and people in his world. If the group experience is effective in fostering positive behavior change, then there will be an increase in the permeability of each individual's construct system.

Question 5

Using a variation of the PAC Scale, will the spouses of the group members perceive their wives as being less

Parent by decreasing their Parent Scale scores?

Again, Coffman's position on this scale is that it is desirable to have lower Parent scores. If the group experience is effective in fostering positive behavior change, it will be perceived by a significant other, a spouse, and will be reflected in decreased Parent Scale scores.

Question 6

Using the same variation of the PAC Scale, will the spouses of the group members perceive their wives as being more Adult by increasing their Adult Scale scores?

Coffman contends that to have higher Adult scores on this scale, is desirable. If the group experience is effective in fostering positive behavior change, it will be perceived by each spouse and will be reflected in increased Adult Scale scores.

CHAPTER FOUR

RESULTS

The focus of this chapter is upon the presentation of the results derived from each of the instruments for each of the group participants. The summarized results for the entire group will also be presented. The summarized results will include changes from pre to post tests on the Parent-Adult-Child Scale (PAC Scale) for both the group participants and their husbands, the Ego State Inventory (ESI), and the Role Construct Repertory Test (REP Test). The results of the PAC Scale are recorded in percentiles, which are based on the norms Coffman established when he validated the test. The results of the ESI are recorded in percentages, which have been converted from the raw scores. The results of the REP Test are recorded in terms of the number of constructs elicited from the participant.

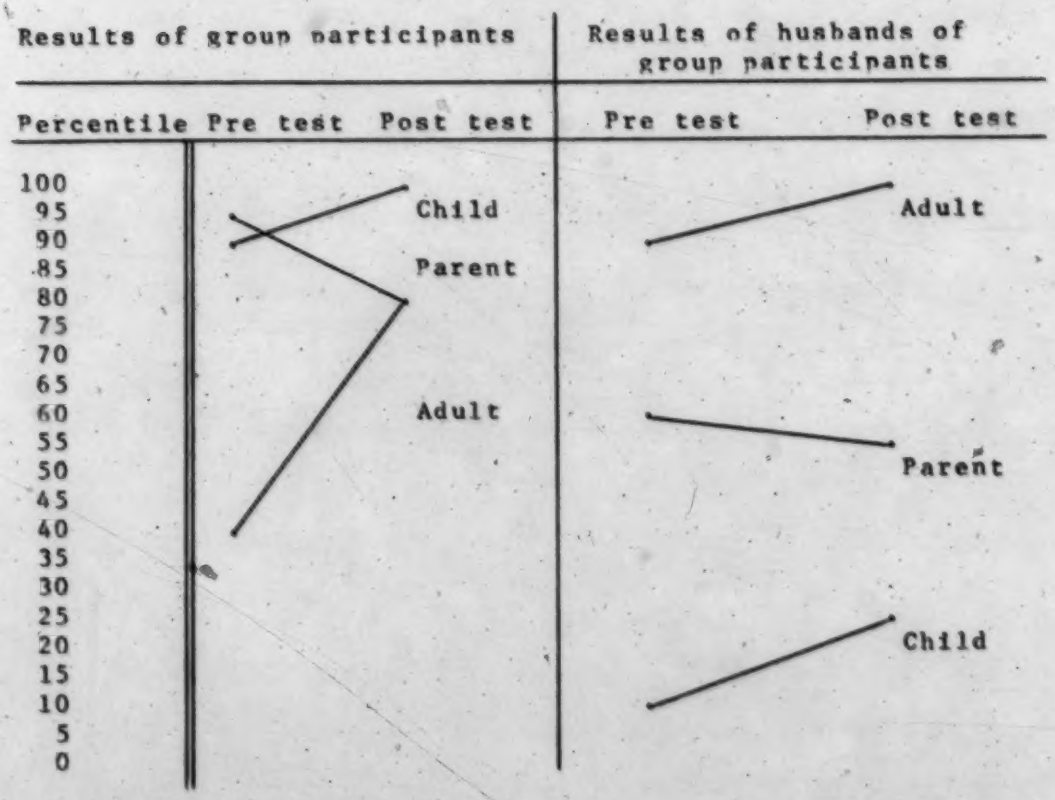
I. Individual Summary of Results

Person Number One - Personal Data

Age:	35
Number of years married:	16
Number of children:	3
Ages of children:	10, 12, 14
Training after high school:	x-ray technician
Husband's vocation:	lawyer

Figure 1

MOVEMENT FROM PRE TO POST TESTS ON THE PARTICIPANTS AND HUSBAND'S PAC SCALES

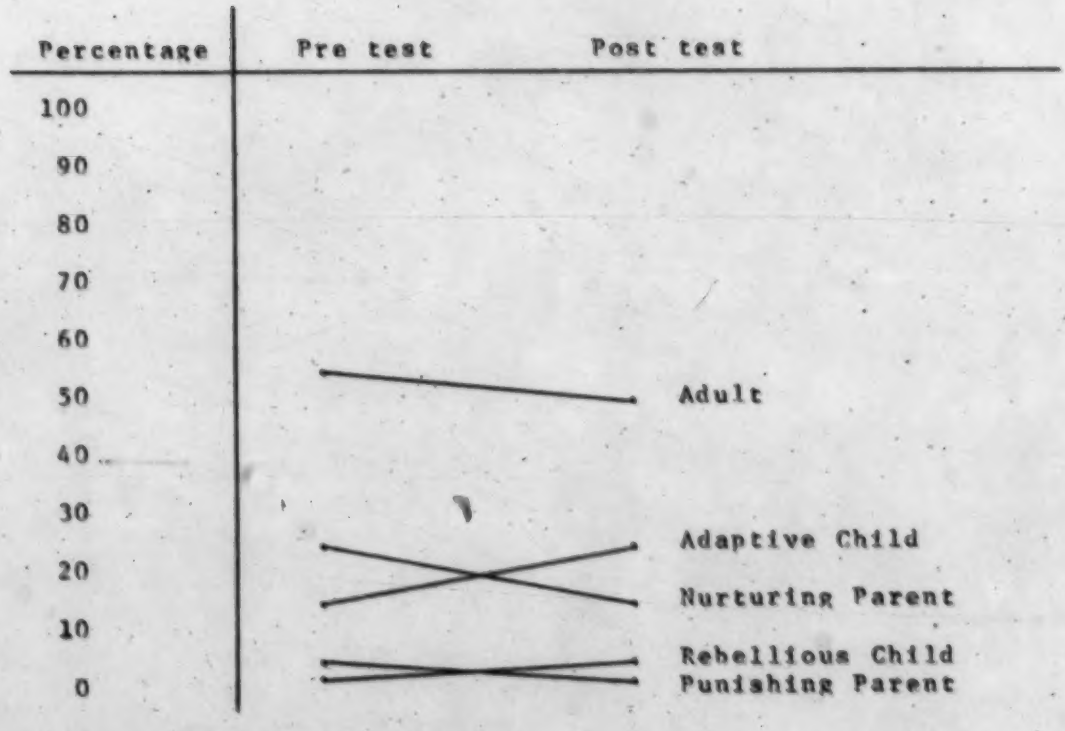


On the PAC Scale, person number one decreased her Parent score and increased her Adult score, as was anticipated. Her Child score increased slightly.

Her husband's perception of her on this scale, indicated a slight decrease in the Parent score and an increase in the Adult score, as was anticipated. The Child score increased.

Figure 2

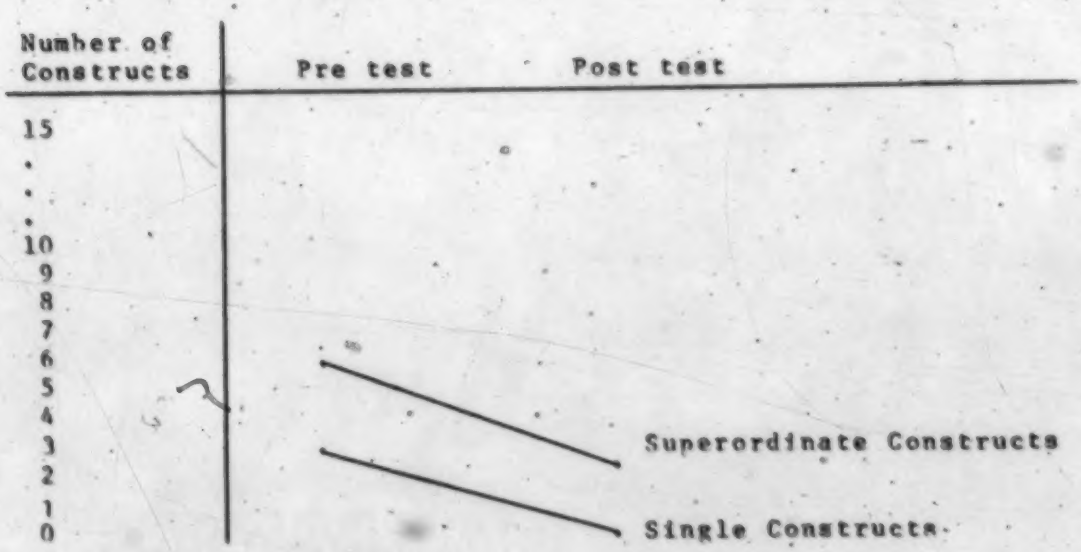
MOVEMENT FROM PRE TO POST TESTS ON THE ESI



On the ESI, she showed very little change between pre and post tests. Her Adult score decreased slightly, which was not anticipated. However, her Adult scores on both tests were much higher than the other four scores, which were all quite low.

Figure 3

MOVEMENT FROM PRE TO POST TESTS ON THE REP TEST



On the REP Test, the number of superordinate constructs decreased and the number of single constructs decreased, as was anticipated.

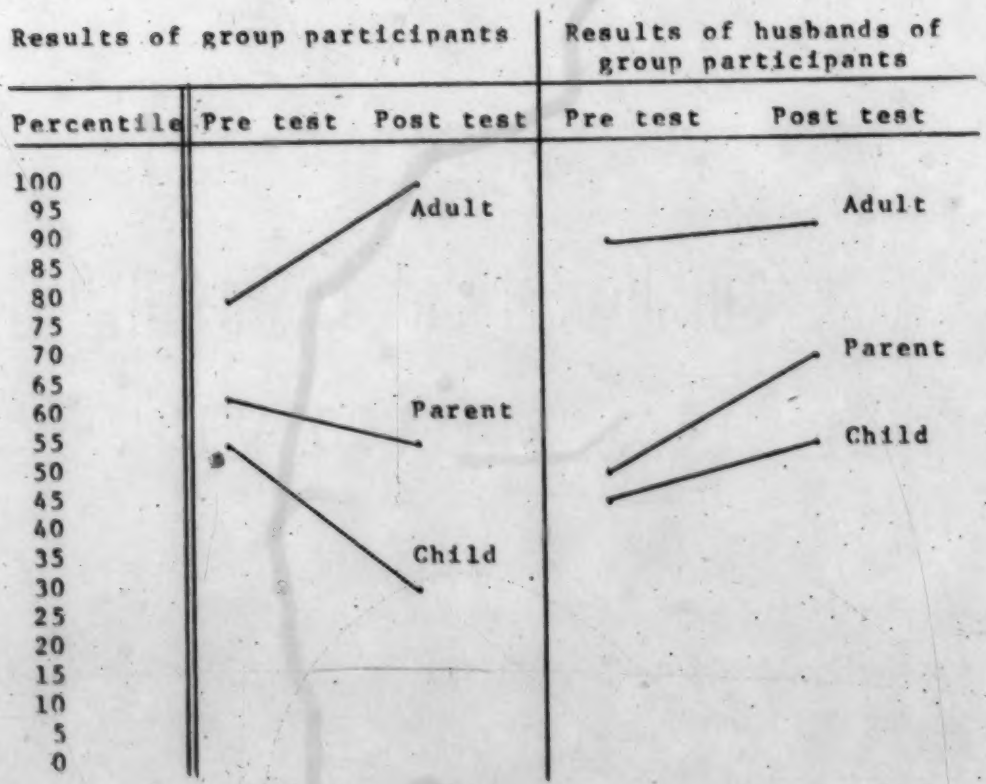
Person Number Two - Personal Data

Age:	35
Number of years married:	11 1/2
Number of children:	2
Ages of children:	9, 6
Training after high school:	B.A.; B.S.W.
Husband's vocation:	Lawyer

Person number two missed one of the eight TA sessions.

Figure 4

MOVEMENT FROM PRE TO POST TESTS ON THE PARTICIPANT'S AND HUSBAND'S PAC SCALES

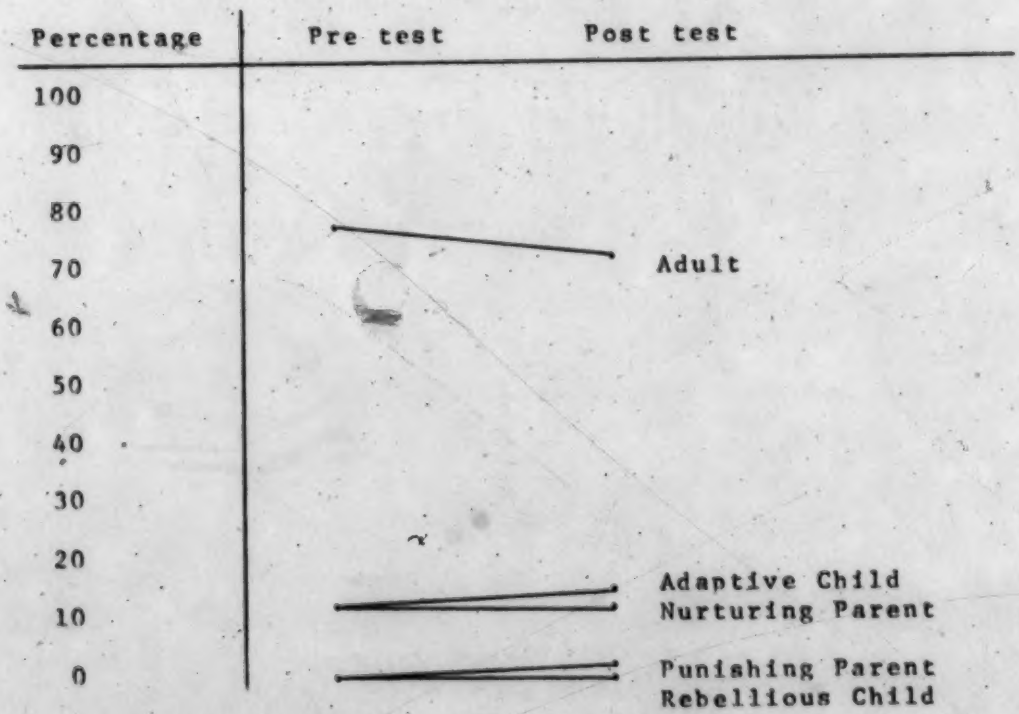


On the PAC Scale, person number two decreased her Parent score, slightly and increased her Adult score, as was anticipated. Her Child score decreased.

Her husband's perception of her on this Scale indicated an increase on all three scales. An increase on the Parent Scale was not anticipated.

Figure 5

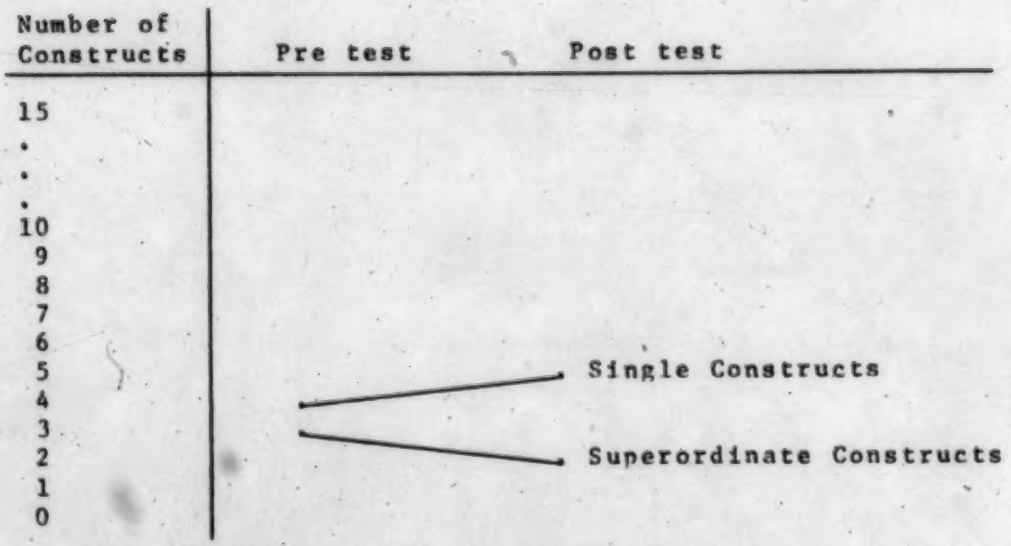
MOVEMENT FROM PRE TO POST TESTS ON THE ESI



There was almost no change from pre to post tests on the ESI. On both tests, the Adult score was much higher than the other four scores, which were all quite low. Her Adult scale score decreased, which was not anticipated.

Figure 6

MOVEMENT FROM PRE TO POST TESTS ON THE REP TEST



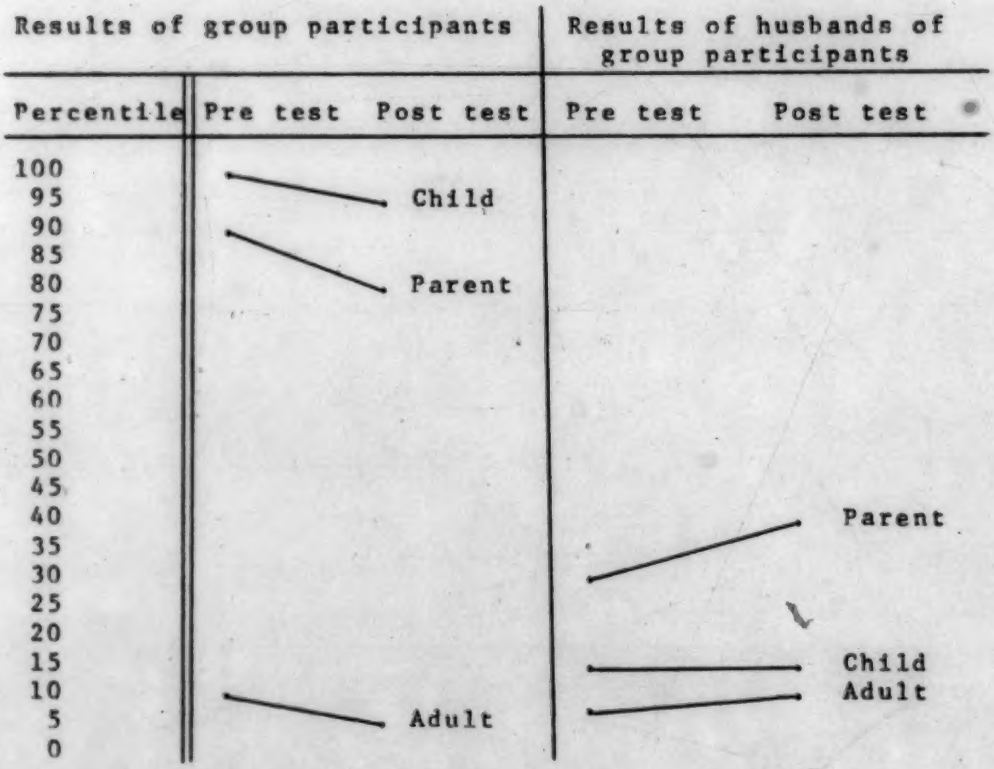
On the REP Test, the number of superordinate constructs decreased, and the number of single constructs increased, which was not anticipated.

Person Number Three - Personal Data

Age:	40
Number of years married:	18
Number of children:	4
Ages of children:	16, 13, 11, 7
Training after high school:	R.N.
Husband's vocation:	Chartered Accountant

Figure 7

MOVEMENT FROM PRE TO POST TESTS ON THE PARTICIPANT'S AND HUSBAND'S PAC SCALES

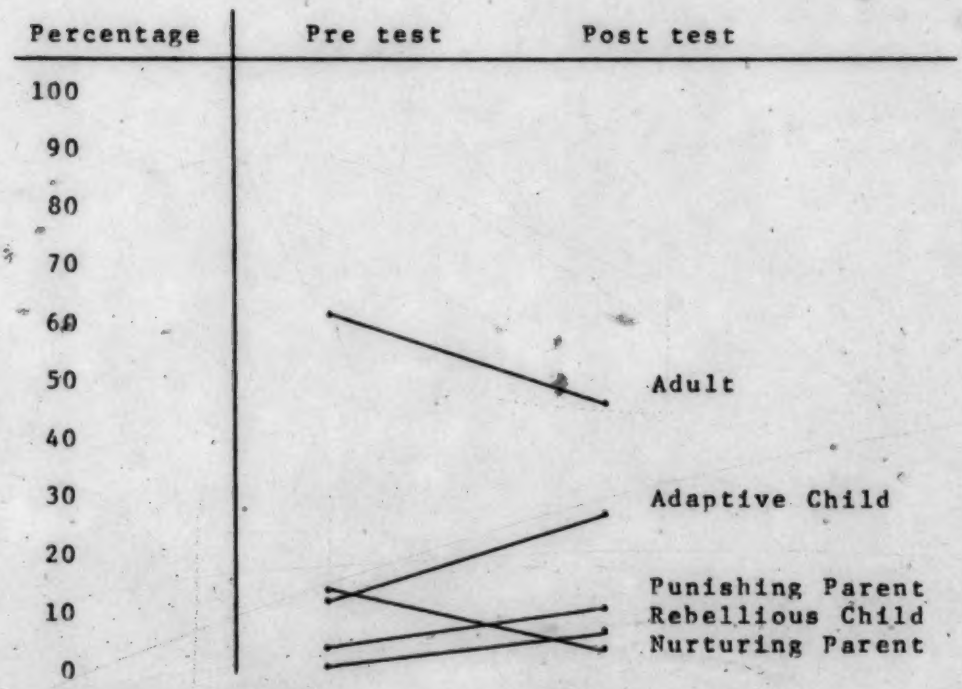


Person number three decreased her scores on all three scales. This was not anticipated for the Adult Scale. This was anticipated for the Parent Scale. All three decreases were slight.

Her husband's perception of her on this Scale, indicated slight increases on the Parent and Adult Scales and no change on the Child Scale. The increase on the Adult Scale was anticipated. The increase on the Parent Scale was not anticipated.

Figure 8

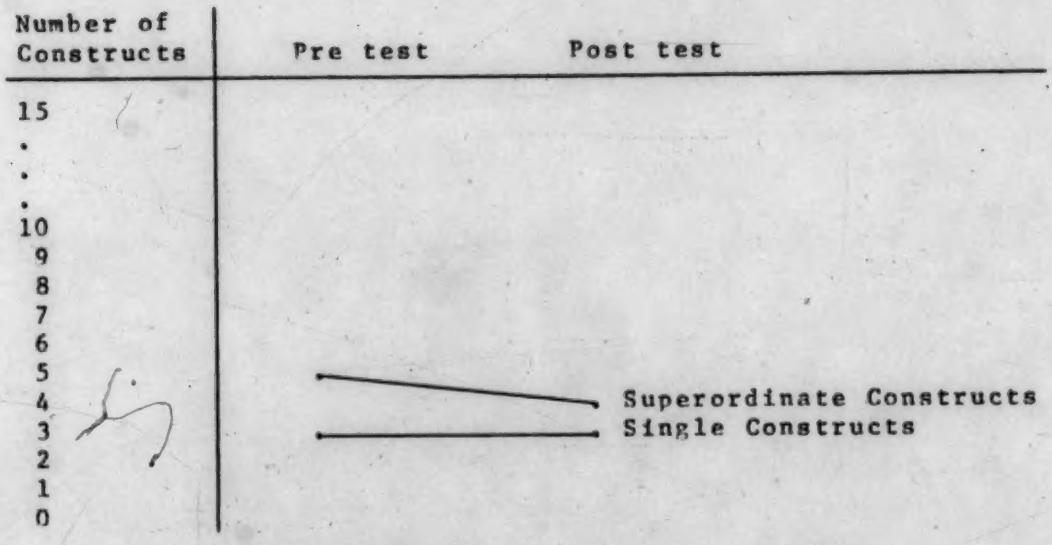
MOVEMENT FROM PRE TO POST TESTS ON THE ESI



Person number three's scores increased slightly on the Punishing Parent and Rebellious Child scales and even more so on the Adapted Child scale. Scores decreased on the Nurturing Parent and Adult scales. The latter was not anticipated. On both tests, the Adult score was much higher than the other four scores, which were all quite low.

Figure 9

MOVEMENT FROM PRE TO POST TESTS ON THE REP TEST



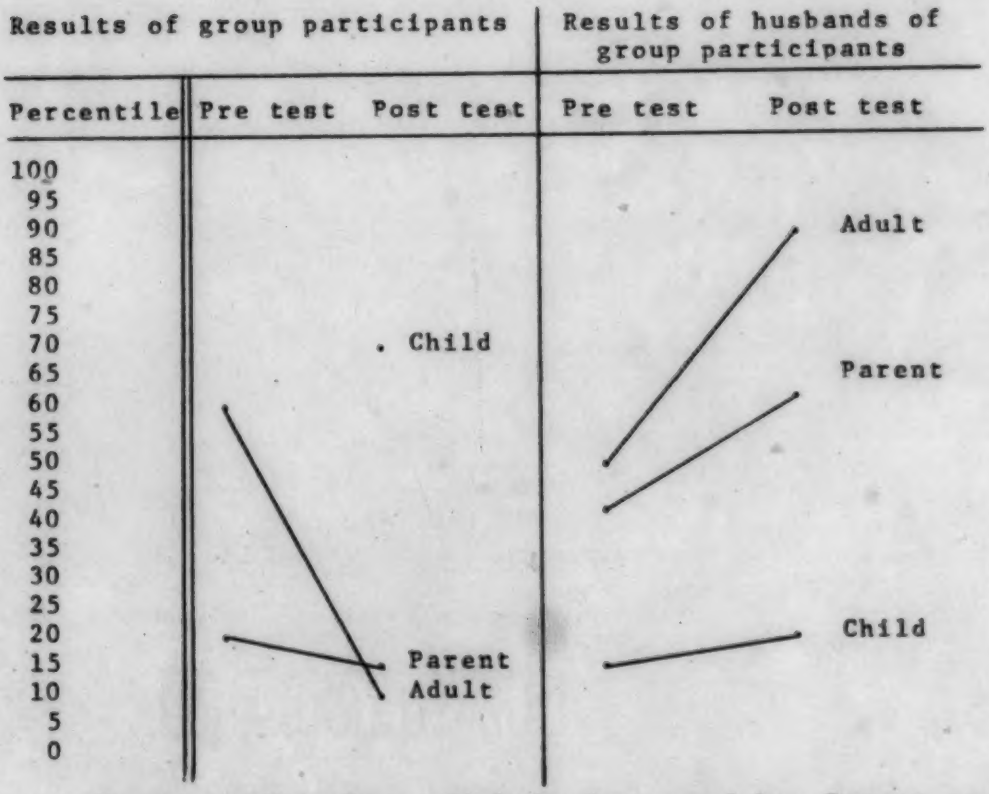
On the REP Test, the number of superordinate constructs decreased and the number of single constructs remained the same, as was anticipated.

Person Number Four - Personal Data

Age:	32
Number of years married:	8
Number of children:	2
Ages of children:	4, 6
Training after high school:	Nursing
Husband's vocation:	Lawyer

Figure 10

MOVEMENT FROM PRE TO POST TESTS ON THE PARTICIPANT'S AND HUSBAND'S PAC SCALES

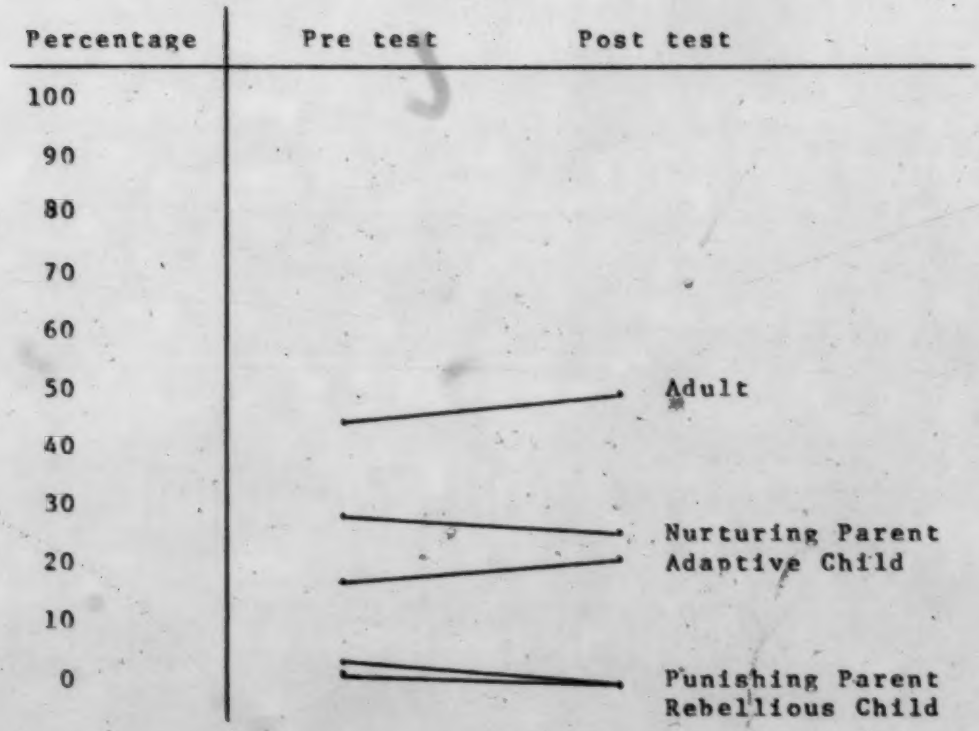


Person number four slightly decreased her Parent score, as anticipated and greatly decreased her Adult score which was not anticipated. Because she skipped one page of questions on the Child Scale on her pre test, there is no comparative measure. However, her post test indicated a high Child score.

Her husband's perception of her indicated increases on all three scales. The increase on the Adult Scale was anticipated. The increase on the Parent Scale was not anticipated.

Figure 11

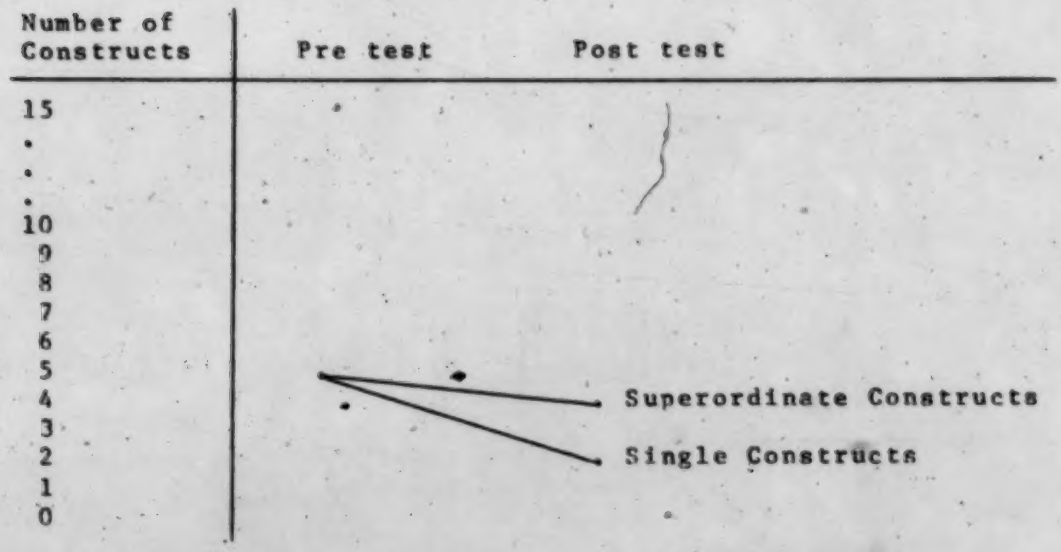
MOVEMENT FROM PRE TO POST TESTS ON THE ESI



Very little change occurred from pre to post tests. There were slight decreases on the Nurturing Parent, Punishing Parent and Rebellious Child scales, and slight increases on the Adapted Child and Adult scales. The increase on the Adult scale was anticipated. The Adult scale scores were higher than all the other scores on both the pre and post tests.

Figure 12

MOVEMENT FROM PRE TO POST TESTS ON THE REP TEST



The number of superordinate and single constructs decreased, as was anticipated.

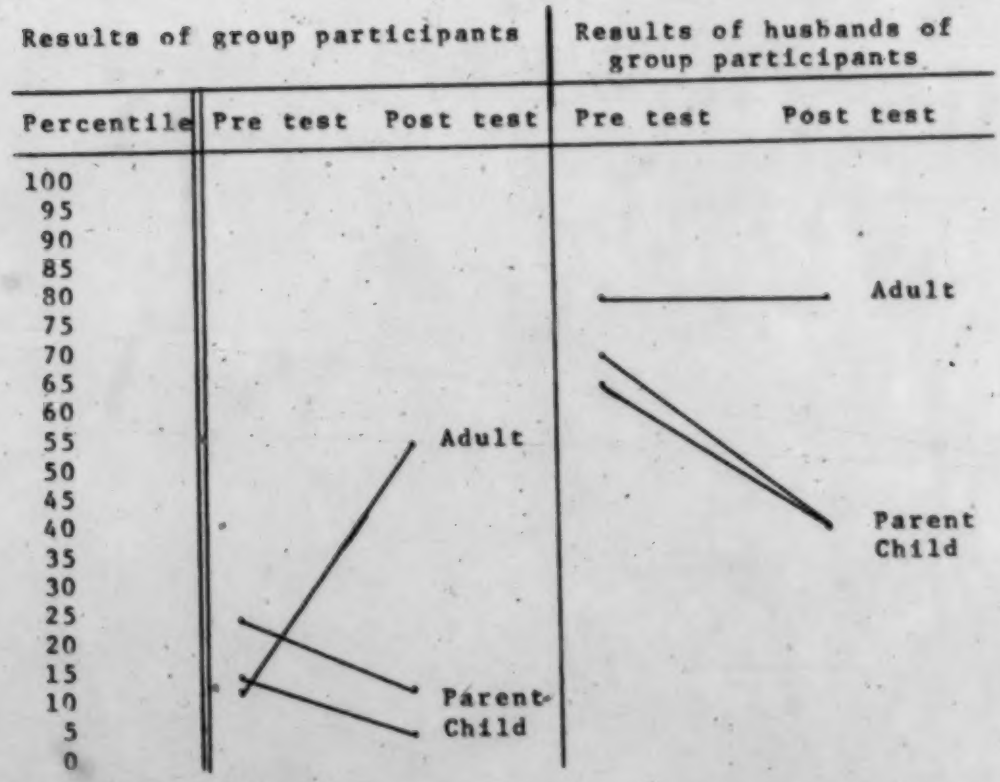
Person Number Five - Personal Data

Age:	27
Number of years married:	6
Number of children:	3
Ages of children:	6, 4, 3,
Training after high school:	Nursing
Husband's vocation:	Department Manager at Bay

Person number five missed one of the eight TA sessions.

Figure 13

MOVEMENT FROM PRE TO POST TESTS ON THE PARTICIPANT'S AND HUSBAND'S PAC SCALES

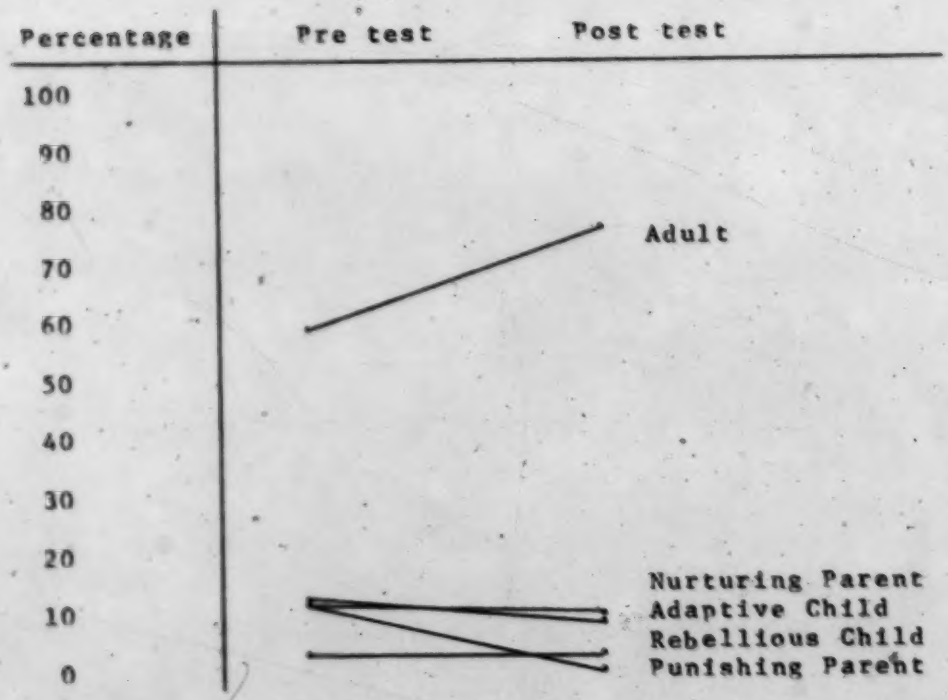


Person number five decreased her Parent score and greatly increased her Adult score as was anticipated. Her Child score was low for the pre test and slightly decreased on the post test.

Her husband's perception of her on this scale, indicated decreases on the Parent and Child Scales and a tiny increase on the Adult Scale, as was anticipated.

Figure 14

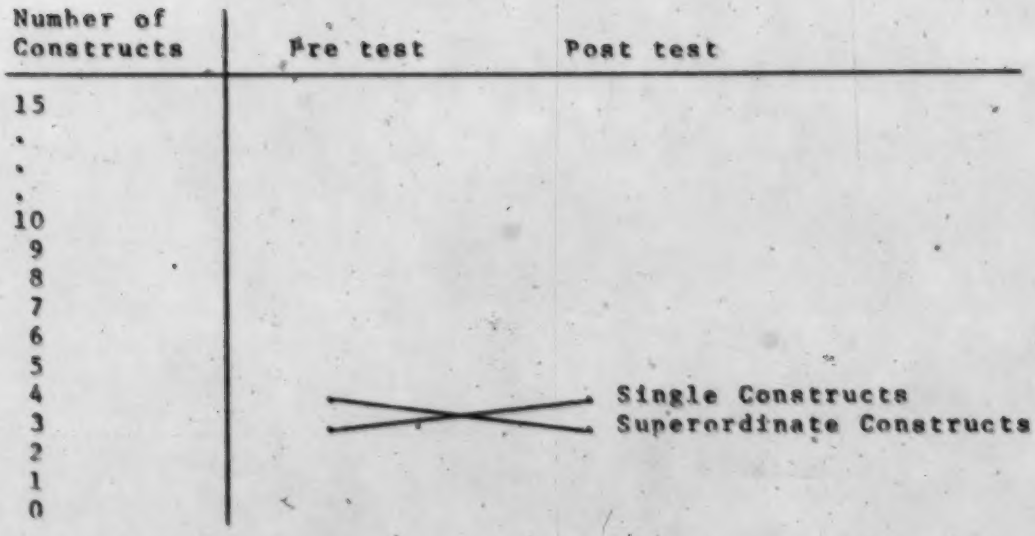
MOVEMENT FROM PRE TO POST TESTS ON THE ESI



There was very little change between pre and post tests except for a decrease on the Punishing Parent scale and a large increase on the Adult scale. The latter was anticipated. The Adult score was much higher than the other four scores on both pre and post tests.

Figure 15

MOVEMENT FROM PRE TO POST TESTS ON THE REP TEST



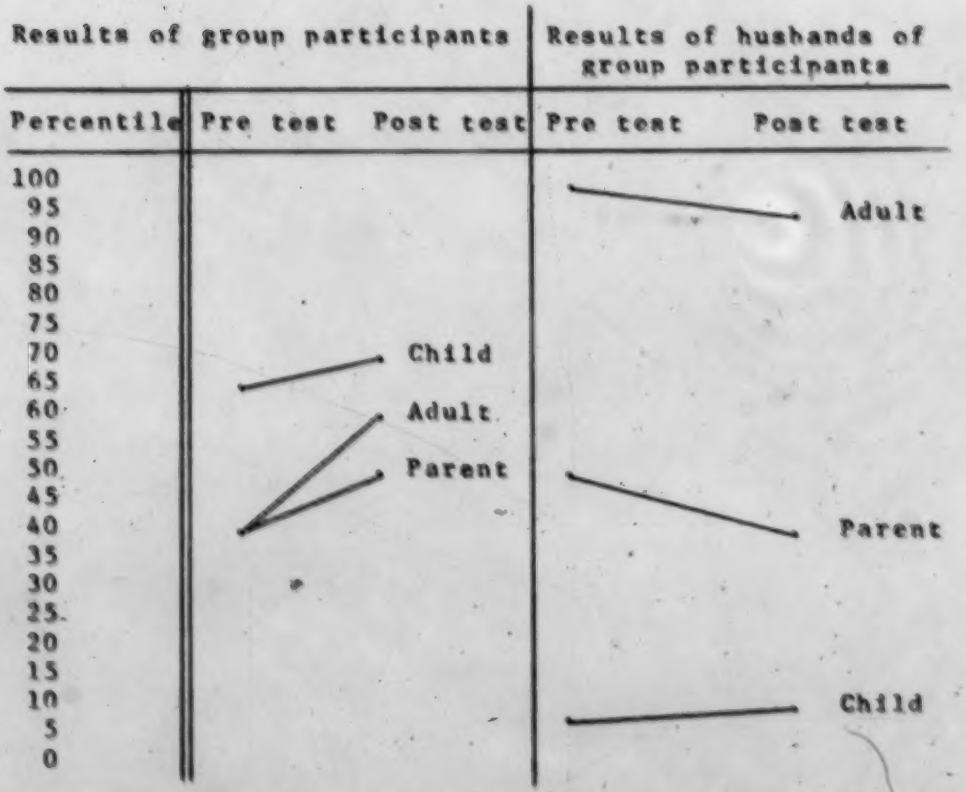
The number of superordinate constructs decreased, and the number of subordinate constructs increased, which was not anticipated.

Person Number Six - Personal Data

Age:	38
Number of years married:	16
Number of children:	4
Ages of children:	15, 14, 12, 10
Training after high school:	Registered Nurse
Husband's vocation:	Insurance Salesman

Figure 16

MOVEMENT FROM PRE TO POST TESTS ON THE PARTICIPANT'S AND HUSBAND'S PAC SCALES

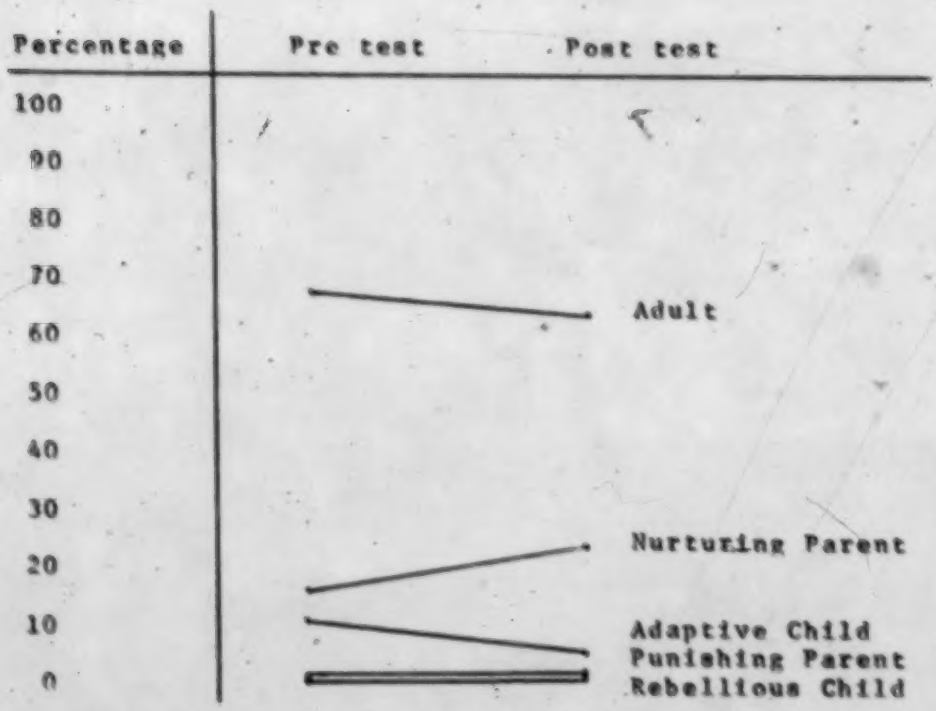


Person number six increased her scores on all three scales. The largest increase was on the Adult Scale, which was anticipated. The increase on the Parent Scale was not anticipated.

Her husband's perception of her on this Scale, indicated a decrease on the Parent Scale, which was anticipated and a slight decrease on the Adult Scale, which was not anticipated. The Child Scale score increased slightly from a very low point on the Scale.

Figure 17

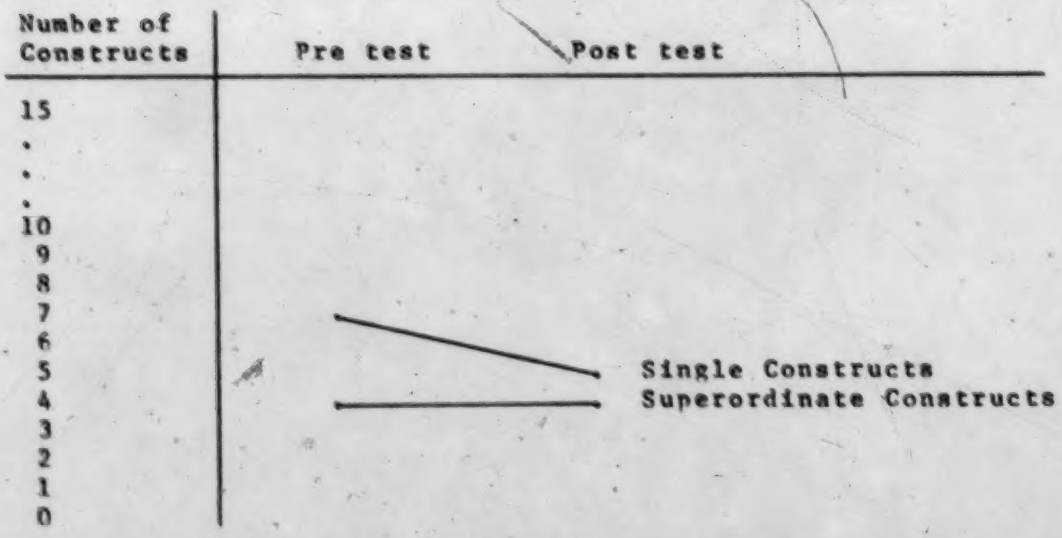
MOVEMENT FROM PRE TO POST TESTS ON THE ESI



There was almost no change on any of the scales except for a slight increase on Nurturing Parent and a slight decrease on Adapted Child. The Adult scale scores were much higher than the other four scales of scores, which were all quite low. There was a slight decrease in the Adult scale score, which was not anticipated.

Figure 18

MOVEMENT FROM PRE TO POST TESTS ON THE REP TEST



The number of superordinate constructs remained the same and the number of single constructs decreased, which was anticipated.

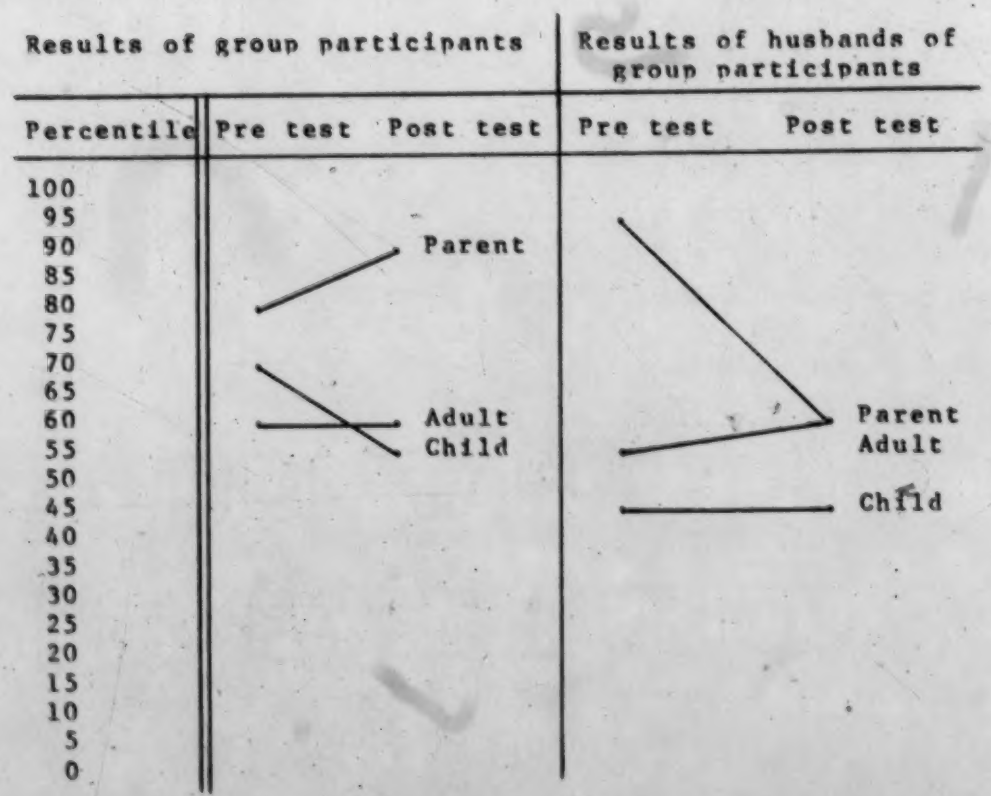
Person Number Seven - Personal Data

Age:	33
Number of years married:	12
Number of children:	3
Ages of children:	11, 10, 3
Training after high school:	X-Ray Technician
Husband's vocation:	General Manager

Person number seven missed two of the eight sessions.

Figure 19

MOVEMENT FROM PRE TO POST TESTS ON THE PARTICIPANT'S AND HUSBAND'S PAC SCALES

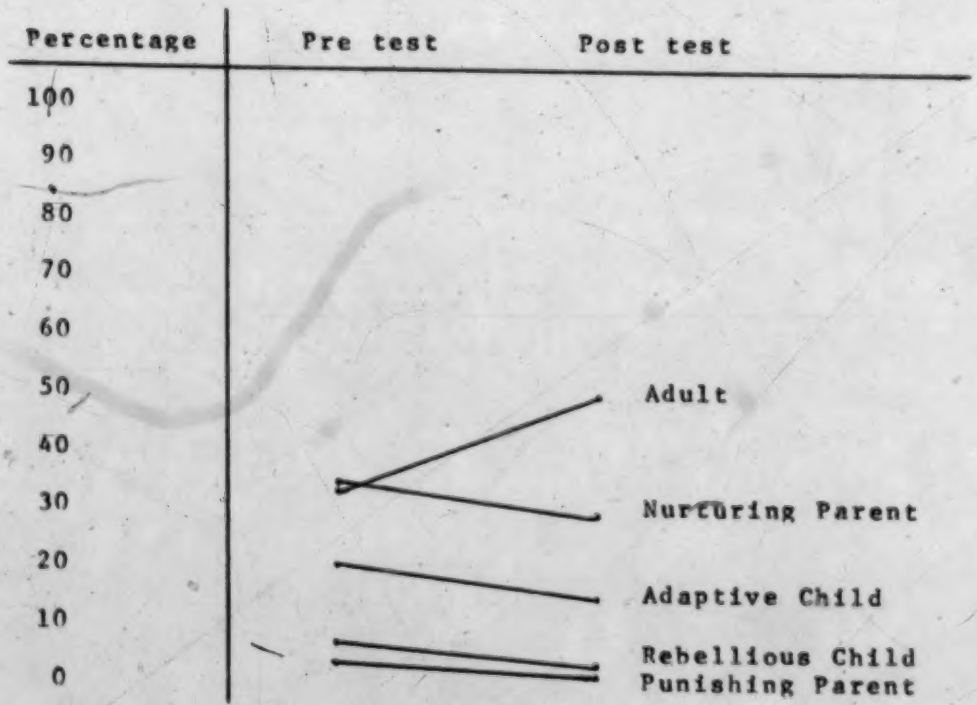


Person number seven increased her Parent score, which was not anticipated. Her Adult score remained the same, which was also not anticipated. Her Child score decreased.

Her husband's perception of her indicated a decrease on the Parent Scale and an increase on the Adult Scale, which were anticipated. The Child score also increased.

Figure 20

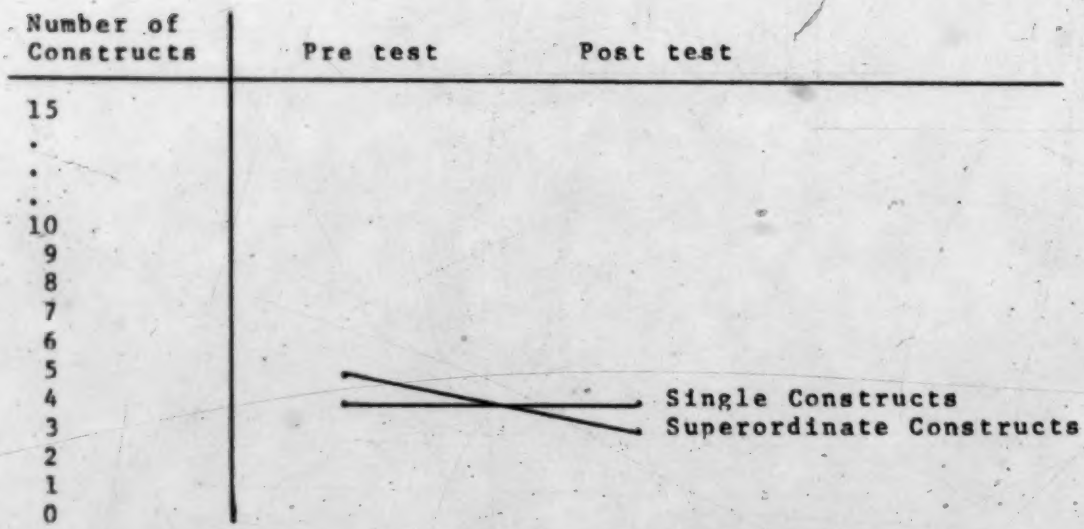
MOVEMENT FROM PRE TO POST TESTS ON THE ESI



There was very little change from pre to post tests except for the Adult score, which increased a great deal. This was anticipated. The other four scores all decreased slightly.

Figure 21

MOVEMENT FROM PRE TO POST TESTS ON THE REP TEST



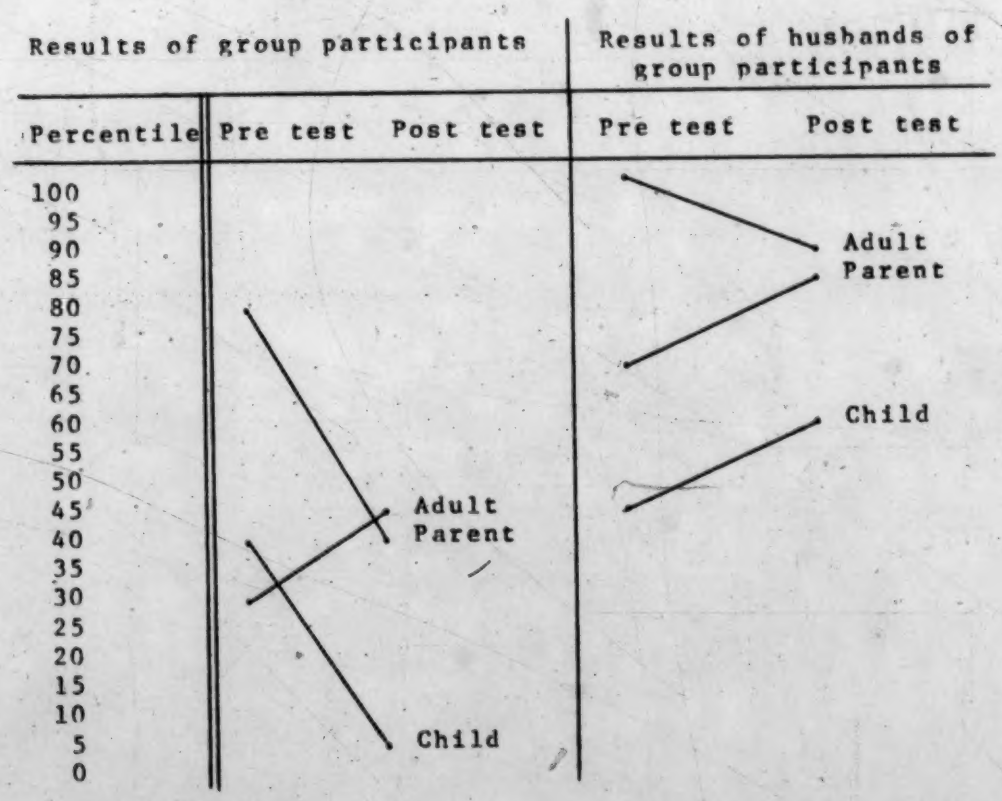
The number of superordinate constructs decreased, and the number of single constructs remained the same, as was anticipated.

Person Number Eight - Personal Data

Age:	32
Number of years married:	11
Number of children:	3
Ages of children:	7, 5, 3
Training after high school:	Nursing
Husband's vocation:	General Contractor

Figure 22

MOVEMENT FROM PRE TO POST TESTS ON THE PARTICIPANT'S AND HUSBAND'S PAC SCALES

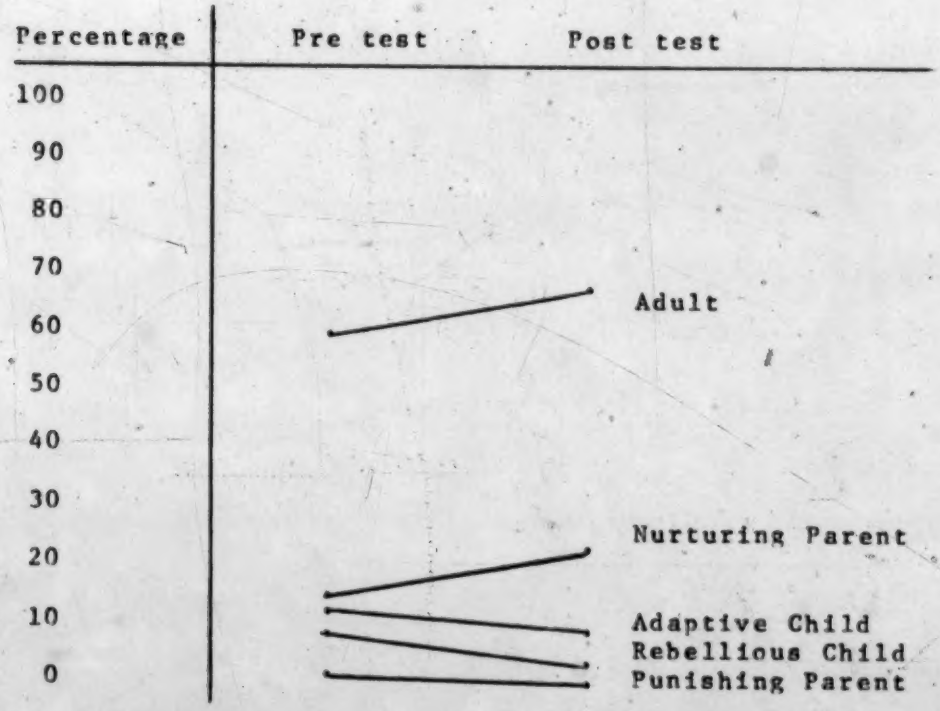


Person number eight decreased her Parent score and increased her Adult score, which was anticipated. Her Child score decreased considerably.

Her husband's perception of her indicated an increase on the Parent Scale and a slight decrease in the Adult Scale, which were not anticipated. There was an increase in the Child score.

Figure 23

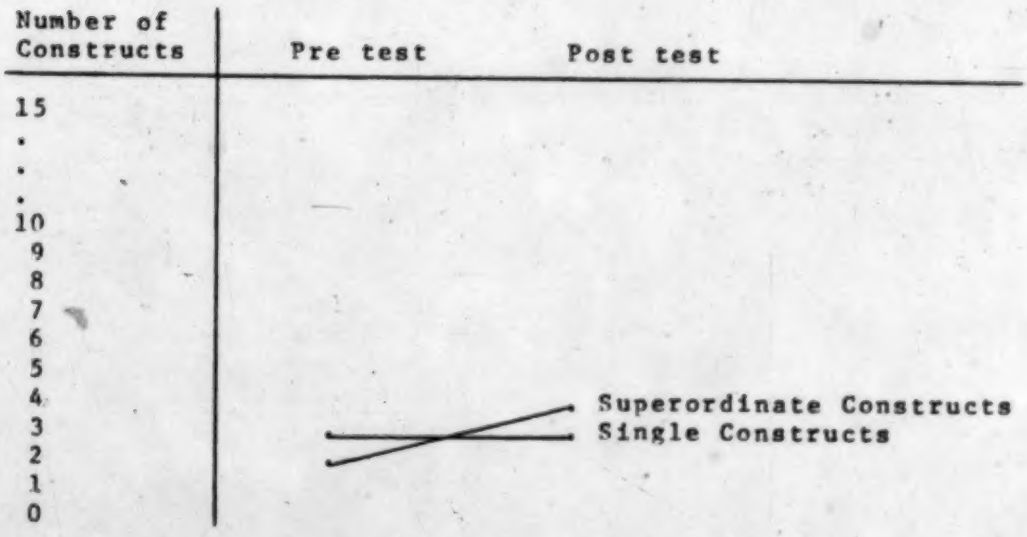
MOVEMENT FROM PRE TO POST TESTS ON THE ESI



There was almost no change on any of the scales. The Adult scale scores on both the pre and post tests were much higher than the other four scales of scores, which were all quite low. The Adult scale score increased, as was anticipated.

Figure 24

MOVEMENT FROM PRE TO POST TESTS ON THE REP TEST



The number of superordinate constructs increased, and the number of single constructs remained the same, which was not anticipated.

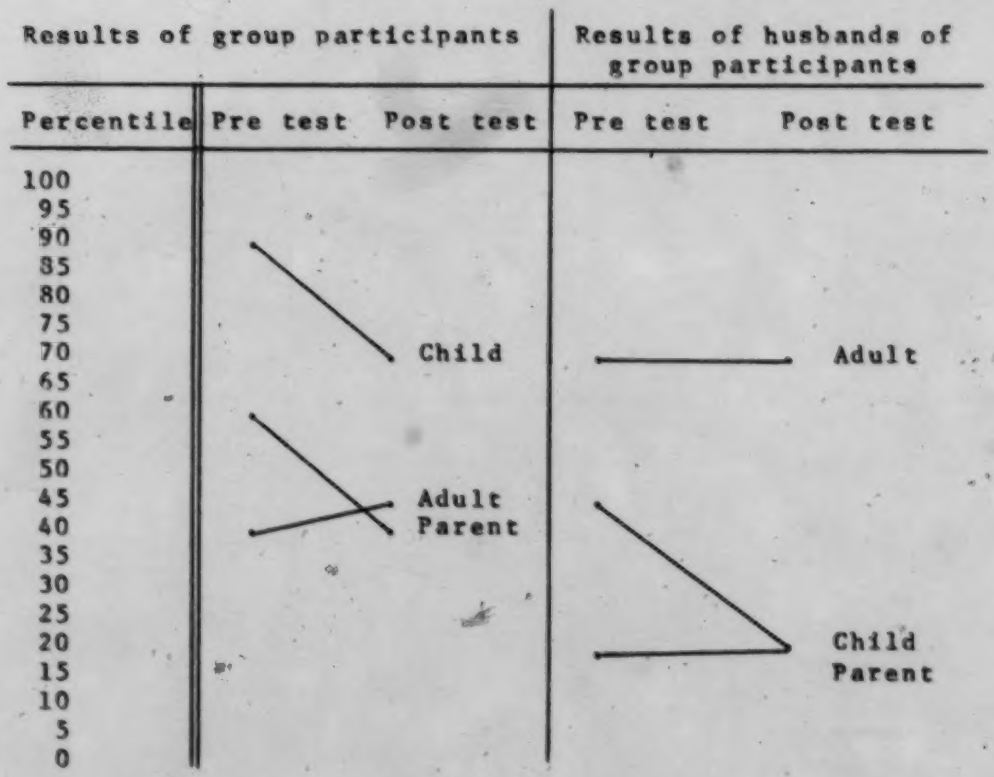
Person Number Nine - Personal Data

Age:	37
Number of years married:	15
Number of children:	2
Ages of children:	13, 11
Training after high school:	Secretarial school
Husband's vocation:	Lawyer

Person number nine missed one of the eight sessions in the TA program.

Figure 25

MOVEMENT FROM PRE TO POST TESTS ON THE PARTICIPANT'S AND HUSBAND'S PAC SCALES

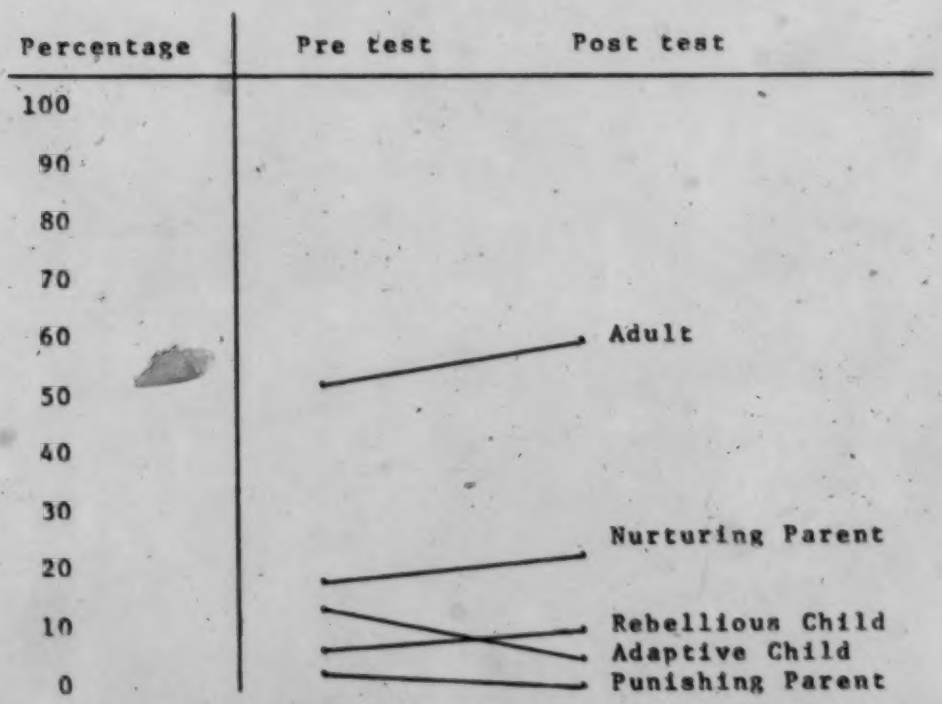


Person number nine decreased her Parent score and increased her Adult score slightly, as was anticipated. Her Child score decreased.

Her husband's perception indicated a tiny increase on the Parent Scale, no change on the Adult Scale and a decrease on the Child Scale. The Parent and Adult Scale results were not anticipated.

Figure 26

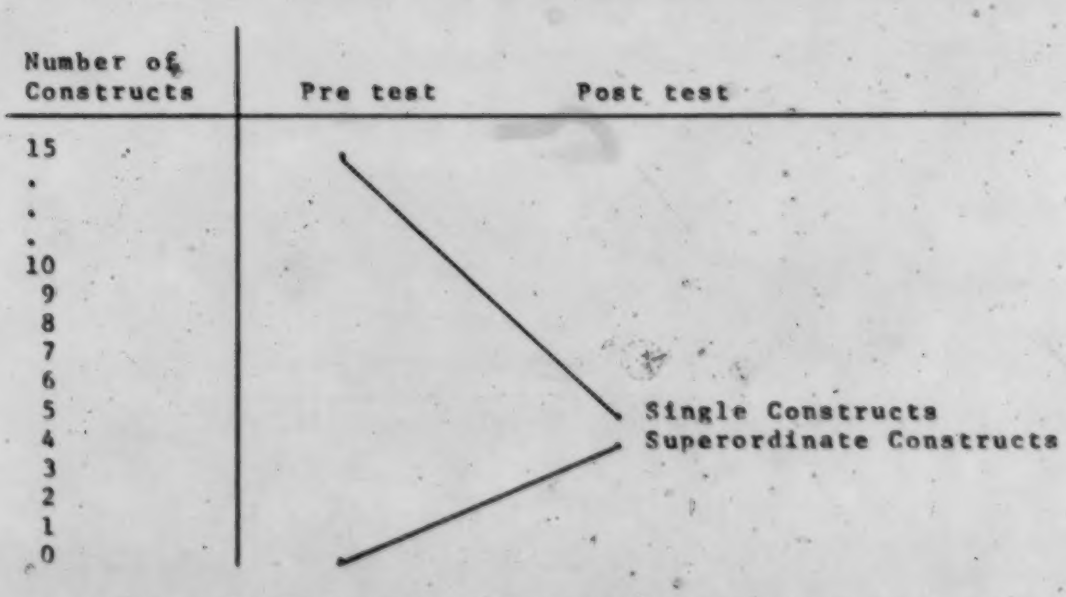
MOVEMENT FROM PRE TO POST TESTS ON THE ESI



There was almost no change on the scales, except for the Adapted Child score which decreased and the Adult score which increased, which was anticipated. The Adult scores on both pre and post tests were much higher than the other four scores, which were all quite low.

Figure 27

MOVEMENT FROM PRE TO POST TESTS ON THE REP TEST



The number of superordinate constructs increased and the number of single constructs decreased which was anticipated.

II. Summary of Individual and Group Results

Six anticipated trends were suggested in response to the questions raised in chapter three, if the TA group experience were to be successful in producing behavior change in the nine participants. Table I illustrates which individuals fit the four self reported anticipated trends.

TABLE I

SUMMARY OF ANTICIPATED TRENDS FROM PRE TO POST TESTS
FOR THE FIRST FOUR RESEARCH QUESTIONS

Person	Question 1	Question 2	Question 3	Question 4	Summary		
	Parent decrease	Adult increase	Adult increase	Kelly	Positive Change	Negative Change	No Change
+ indicates change in the direction of the anticipated trend - indicates change in the opposite direction of the anticipated trend 0 indicates no change							
1	+	+	-	+	3	1	0
2	+	+	-	-	2	2	0
3	+	-	-	+	2	2	0
4	+	-	+	+	3	1	0
5	+	+	+	-	3	1	0
6	-	+	-	+	2	2	0
7	-	0	+	+	2	1	1
8	+	+	+	-	3	1	0
9	+	+	+	+	4	0	0
Total	7	6	5	6	24	11	1

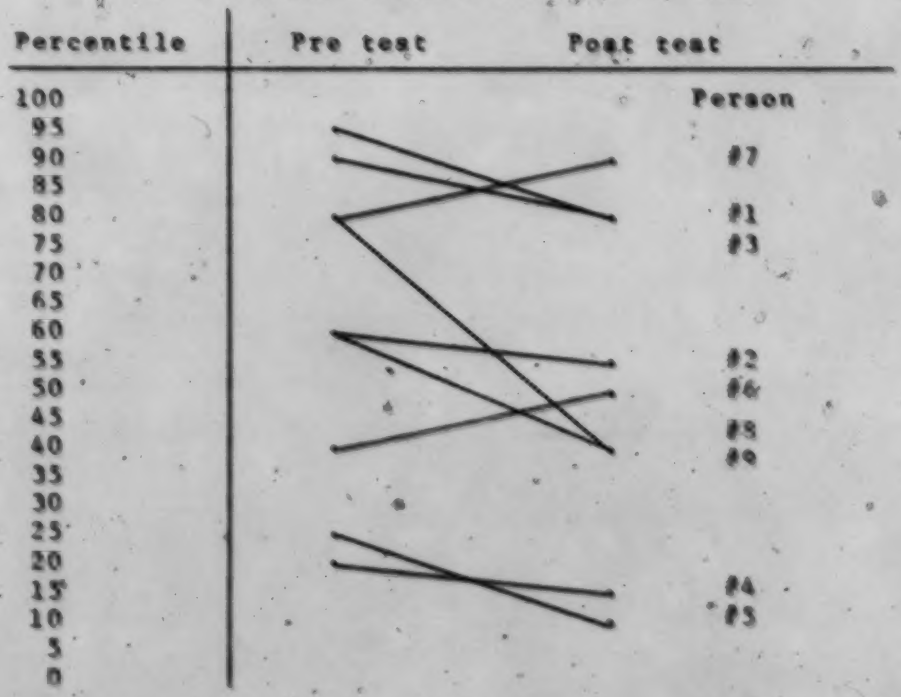
Every individual changed in the direction of at least two of the four anticipated trends. Four individuals changed in the direction of three of the four anticipated trends and one individual changed in the direction of all four anticipated trends. There was a total of thirty-six anticipated trends possible. Twenty-four of these thirty-six trends were achieved. Twelve were not achieved. As a group, there seems to be no particular pattern followed by the twelve anticipated trends which did not fit the expected outcomes. A closer look at each question raised in chapter three may help to explain why these results occurred.

Question 1

Using the PAC Scale developed by Linn Coffman, will group participants decrease their Parent Scale scores?

Figure 28

MOVEMENT FROM PRE TO POST TESTS ON THE PARENT SCALE OF THE PAC SCALE



Seven of the nine group participants did indeed decrease their parent scores as was anticipated. The two exceptions were persons number six and seven. Person number six increased her Parent Scale score by ten percentile points. Her pre test profile indicated that she was functioning at a low Parent, low Adult, high Child level, which Coffman claims is frequently found among persons who live by their emotions and dreams and who are often difficult to deal with in a rational sense. Her post test profile indicated an increase on all three scales, with the greatest increase occurring on the Adult Scale. So even though the Parent score increased by ten percentile points, the total profile indicated movement toward being more rational and less controlled by emotions and dreams, which was a positive sign.

Person number seven also increased her Parent Scale score by ten percentile points. Her pre test profile indicated that she was functioning at a high energy level, at a high Parent, low Adult, somewhat high Child level, which Coffman suggests is frequently found among persons who experience themselves as not having much control over their lives. They tend to feel that their lives run them. Her post test profile indicated she completed the course functioning at a high Parent, low Adult, low Child level, which suggests that she had gained more control over her life, through the use of her Parent ego state. It is positive that she seemed to grow toward seeing herself as having more

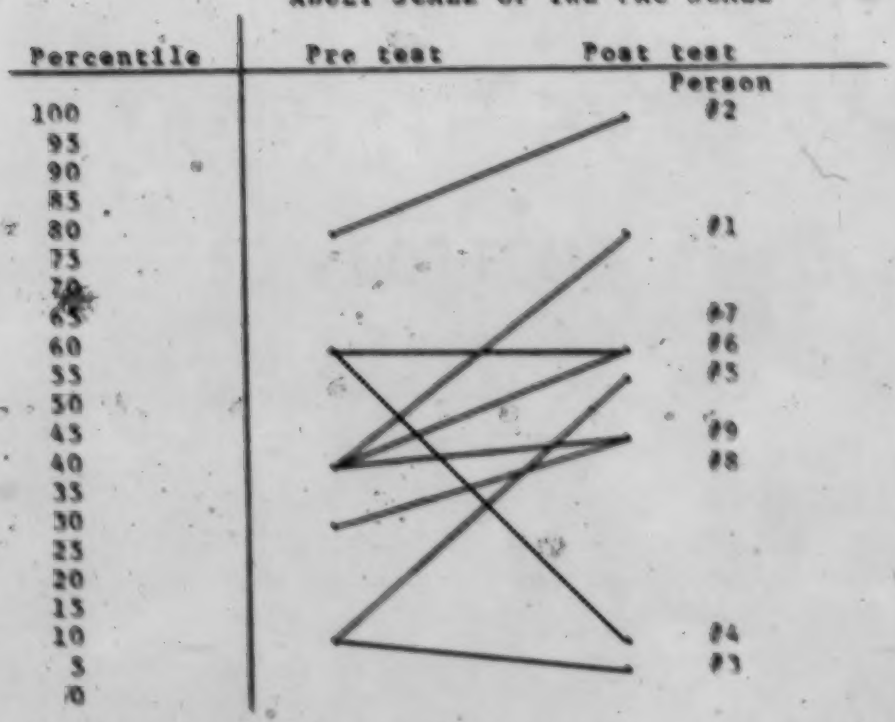
control, although to control from the Parent ego state is not ideal, according to Coffman and other TA theorists. This person missed two of the eight sessions, which also may have contributed to this result.

Question 2

Using the PAC Scale, will group participants increase their Adult Scale scores?

Figure 29

MOVEMENT FROM PRE TO POST TESTS ON THE ADULT SCALE OF THE PAC SCALE



Six of the nine group participants did indeed increase their Adult score, as was anticipated. Persons number three, four and seven did not increase their Adult scores. Person number three decreased her Adult score from ten percentile points to five percentile points. Her pre and post test profiles indicated that she was functioning at a very high

Parent, very low Adult, very high Child level, which is the profile of the individual who sees himself as having no control over his life, that his life runs him. All her scores decreased somewhat on the post test, suggesting that there might be a trend toward becoming more in charge of her life. The fact that she did enter into marriage counselling with her husband five months later may also suggest that this trend was occurring. However, it can not be determined from these scores that the group experience did affect her in a positive way.

Person number four decreased her Adult score fifty percentile points. It is difficult to tell what may have happened to her, because she inadvertantly skipped one page of questions on the Child Scale of her pre test. However the other two pre test scores indicated that she was functioning at a very low Parent level and a very high Adult level, which is indicative of positive functioning. Her post test profile continued with a slightly lower Parent, but a very low Adult, very high Child level. This is the profile of the individual who lives by his emotions and dreams, and is difficult to deal with in a rational sense. This fits with my experience with her in the group. It is possible that through the course she became more self aware and was able to answer the questions more realistically. This same individual followed the anticipated trends for change on question one, three and four.

Person number seven's Adult Scale score remained the same between pre and post testing. Her profile is discussed

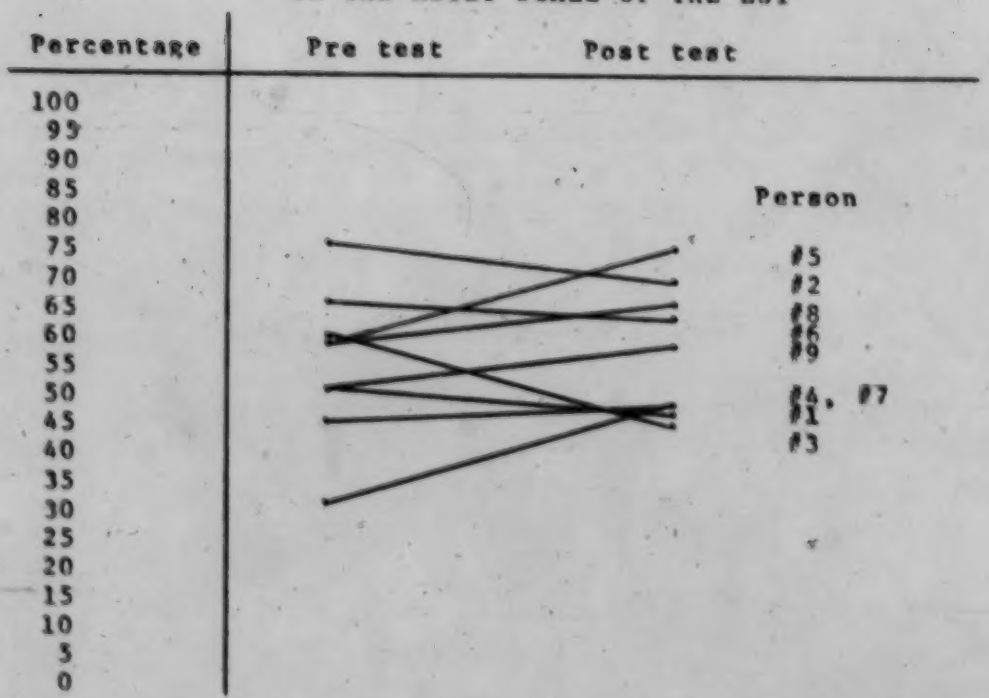
in detail under Question 1.

Question 3

Using the ESI developed by David McCarley, will group participants increase their Adult scores?

Figure 30

MOVEMENT FROM PRE TO POST TEST
ON THE ADULT SCALE OF THE ESI



Five of the nine individuals increased their Adult scores on the post test, as was anticipated. Persons number one, two, three and six did not increase their scores. Persons number one, two and six decreased their Adult Scale scores by 4 per cent, 6 per cent and 2 per cent respectively. All three persons, however, also had post test Adult Scale scores which were considerably higher than any

of their other four scores. Therefore, these scores appear to be insignificant drops, which would indicate that these persons are functioning well when presented with a verbal Adult stimulus.

Person number three decreased her Adult Scale score by 16 percent and ended up with the lowest post test Adult Scale score in the group. This score, however, was still 17 percentage points above her next highest score. Her Adaptive Child score, her second highest score, increased 16 percentage points, which may indicate another expression of her sense of having no control over her life, as was suggested in the discussion under Question 2.

Question 4

Using the Role Construct Repertory Test, will group participants increase the permeability of their construct systems, which may be reflected in one of the three following ways:

(1) by a decrease in the number of superordinate constructs accompanied by a decrease or no change in the number of single constructs obtained between pre and post testing?

(2) by a decrease in the number of single constructs, accompanied by an increase in the number of superordinate constructs obtained between pre and post testing?

(3) by no change in the number of superordinate constructs, accompanied by a decrease in the number

of single constructs obtained between pre and post testing?

Six of the nine individuals moved in the direction as was anticipated. Of these six, four individuals, number one, number three, number four, and number seven, showed decreases in the number of superordinate constructs, accompanied by decreases or no changes in the number of single constructs on their post tests. One person, number nine, showed a large decrease in the number of single constructs, accompanied by an increase in the number of superordinate constructs on her post test. And one person, number six, showed no change in the number of superordinate constructs accompanied by a decrease in the number of single constructs on the post test.

Persons number two, five and eight did not move in the anticipated direction. Persons number two and five showed decreases in the number of superordinate constructs, which would indicate that a more desirable, broader conceptualization might be occurring, but these decreases were accompanied by increases in the number of single constructs, which would indicate a tendency to be less permeable. Perhaps a construct which had previously been subsumed had now become an isolate. In either case, from the data obtained, it is difficult to suggest improvement or regression.

Person number eight showed an increase in the number of superordinate constructs she uses to predict her world, from two to four, while the number of left over single

constructs remained the same. This would indicate that her construct system became less permeable and more inflexible. It is interesting to note that she followed all of the anticipated trends for the other three questions posed. It is possible that her REP Test score is an indication that she is loosening the relationship between her constructs, because her new awarenesses are allowing her to invalidate her previous notions about herself. As Bannister (1965) suggested, this process of invalidation is useful for motivating individuals to learn new concepts in order to validate again.

The last two anticipated trends, suggested in response to the questions raised in chapter three, deal with a significant other's perception of behavior change in the individuals participating in the group experience. One scale was used to determine this. The table below illustrates which husbands perceived their wives changing according to the anticipated trends. It also illustrates the wives' self reported changes, so that a comparison of perceived change may be made.

TABLE II

COMPARISON OF ANTICIPATED TRENDS FROM PRE TO POST TESTS FOR THE LAST TWO RESEARCH QUESTIONS WITH ANTICIPATED TRENDS FOR THE FIRST TWO RESEARCH QUESTIONS

\+ indicates change in the direction of the anticipated trend
\- indicates change in the opposite direction of the anticipated trend
0 indicates no change

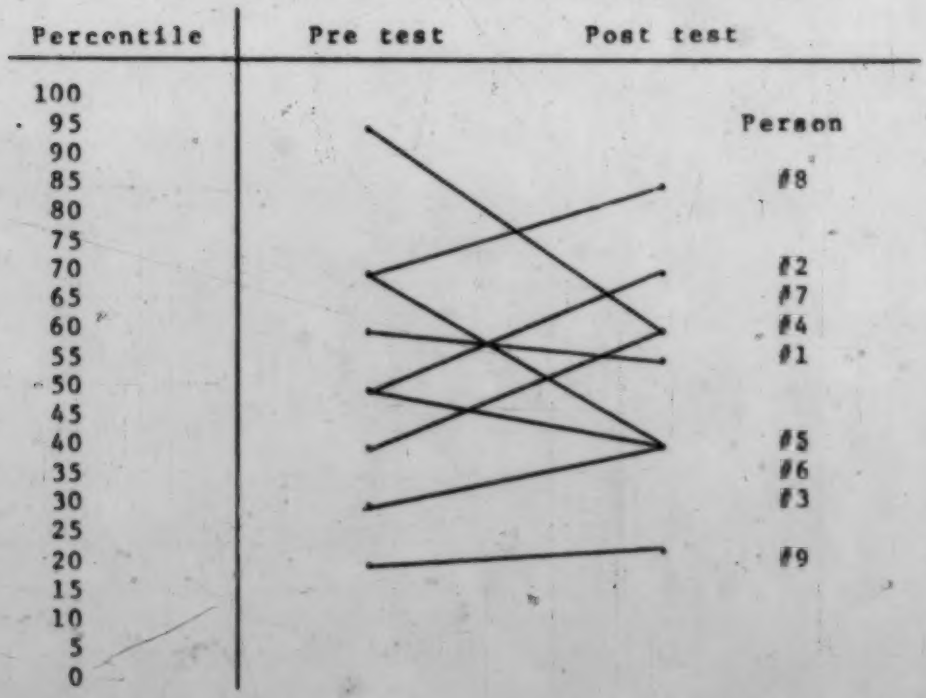
Person	Question 5 Parent decrease	Question 6 Adult increase	Question 1 Parent decrease	Question 2 Adult increase
1	+	+	+	+
2	-	+	+	+
3	-	+	+	-
4	-	+	+	-
5	+	+	+	+
6	+	-	-	+
7	+	+	-	0
8	-	-	+	+
9	-	0	+	+
Total	4	6	7	6

Question 5

Using a variation of the PAC Scale, will the spouses of the group members perceive their wives as being less Parent by decreasing their Parent Scale scores?

Figure 31

MOVEMENT FROM PRE TO POST TESTS ON THE PARENT SCALE OF THE HUSBAND'S PAC SCALE



Four of the nine husbands perceived their wives as being less Parent at the end of the group experience, as was anticipated. Husbands number two, three, four, eight and nine did not perceive less Parent behavior in their wives. In fact, they perceived increases in their Parent behaviors. Husbands number two, four, eight and nine all showed these increases on the Parent Scale, but all four also perceived their wives with very high functioning Adults, which would indicate they perceived open-mindedness and flexibility in their wives' behaviors. Husband number three's profile showed very little perceived change on all three scales. His scores on all three scales for both the pre and post

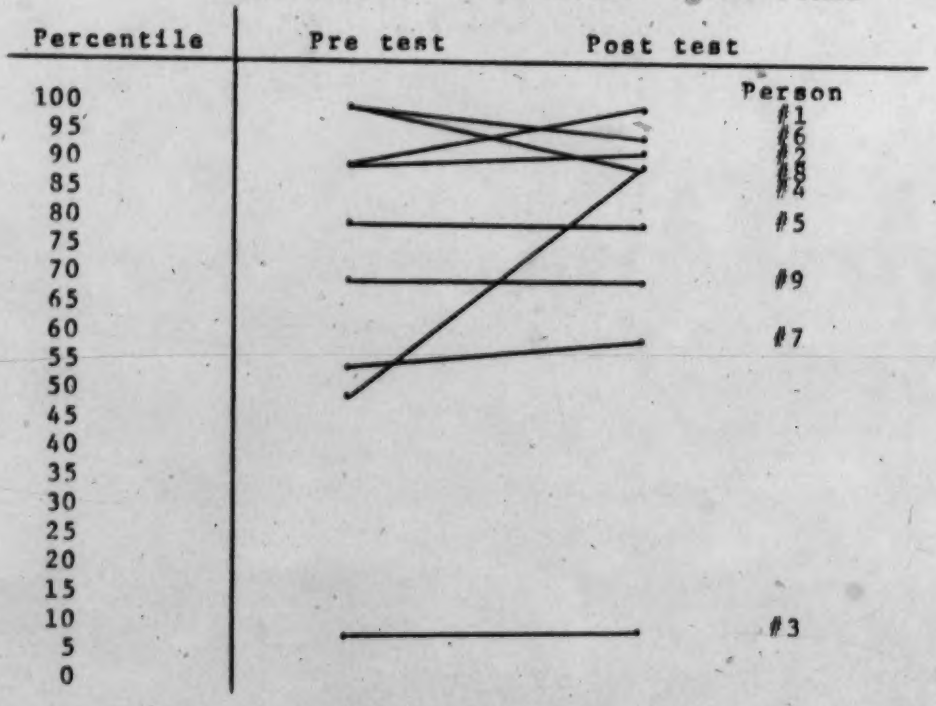
tests were very low, which is indicative of very low energy. This is the couple who came for marriage counselling, a few months after the conclusion of the course.

Question 6

Using the same variation of the PAC Scale, will the spouses of the group members perceive their wives as being more Adult by increasing their Adult Scale scores?

Figure 32

MOVEMENT FROM PRE TO POST TESTS ON THE ADULT SCALE OF THE HUSBAND'S PAC SCALE



Six of the nine husbands perceived their wives as being more Adult at the end of the group experience, as was anticipated. Husbands number six, eight and nine did not perceive increased Adult behaviors in their wives. Number six saw a decrease of five percentile points, number eight saw

a decrease of ten percentile points and number nine saw no change. All three men's Adult scores were the highest scores on each test, which would indicate they perceived open-mindedness and flexibility in their wives' behaviors.

These results then do not seem to reveal very much information, especially when these exceptions to the predictions are looked at closely. It is possible that the PAC Scale used is inadequate, as it was simply an adaptation of the original Coffman PAC Scale designed for self reports. Furthermore, because there was no contact with the husbands, other than their test scores, it is difficult to explain what might really have been going on. In summary, of the eighteen predictions made here, ten were achieved and eight were not.

Summary

In conclusion, close to 66 per cent of the self-reported anticipated trends toward behavior change (twenty-four of thirty-six) were achieved after eight sessions of an educational transactional analysis small group experience. About 33 per cent of the self-reported anticipated trends (twelve of thirty-six) were not achieved. When the husbands' scores are included, 63 per cent of the anticipated trends were achieved (thirty-four of fifty-four) and 37 per cent were not achieved (twenty of fifty-four).

CHAPTER FIVE

DISCUSSION

The assumption of the present study was that man's need to achieve his full potential, to feel capable of handling situations as they arise, to be able to fully use his own capacities, spontaneously and autonomously, can be achieved through self awareness. Therefore, the purpose of this study was to investigate whether or not a specific psychological theory, transactional analysis, used in an educational small group setting, with a specific leadership style and norms would facilitate self awareness and resulting change. Several global questions were raised at the conclusion of chapter two in order to make this investigation. Specifically, would group participants become less authoritarian in their behavior toward others? Would they become more open-minded and flexible in their attitudes and behaviors toward themselves and others? And finally, would these changes be observable to a significant other?

Generally, the results indicated that this kind of a TA group experience, did indeed tend to increase the group member's self awareness and sense of autonomy. A total of 66 per cent of the anticipated trends were achieved. Specifically, the results of the authoritarian measure, obtained from the Parent Scale of the PAC Scales, indicated that seven of the nine group participants decreased their

Parent Scale scores, as was anticipated. The Parent ego state in TA is defined as the part of the person's rules for living which have been learned from parents and other authority figures, at a very young age. It is demonstrated in nurturing and punishing behaviors toward others. Because these behaviors are established early in life, and because they are based on the rules learned then, they are often resorted to, inappropriately, through habit. They are most often used in attempts to control others. Therefore, perhaps one of the reasons why group members decreased their Parent behaviors was because they learned this TA concept in the eight week program. They became aware of what happens when people behave from this ego state. The resulting transactions very seldom achieve what the person would like to achieve. This knowledge alone, may have influenced some to give up interacting from their Parent ego state as often as before.

Perhaps another reason was that with an increased sense of awareness, comes self-confidence and a greater ability to assess one's inner feelings as well as one's environment. Therefore the individual is more able to behave appropriately, and is less likely to rely on old rules for living. He may feel more in control of himself, then, and thus have less of a need to control others. In TA terms, this new awareness of the Parent habits, allows the Adult ego state to be the executor of behavior from moment to moment.

It was a measure of the Adult ego state behaviors which was intended to answer the second question in regard to increased open-mindedness and flexibility. The REP Test measure of permeability was also used to determine this dimension. The results of the Adult Scale on the PAC Scale indicated that six of the nine group participants increased their scores as was anticipated. And the results of the REP Test indicated that six of the nine members moved toward increased permeability of their construct systems.

Therefore, it appears that the TA group experience did facilitate increased open-mindedness and flexibility. The Adult ego state, as defined in TA terms, is the part of the person which is capable of self understanding and which has the ability to initiate and direct positive behavior changes. It is the person's Adult ego state which has the ability to be aware of the inner person and the outer environment, simultaneously, and choose appropriate behaviors from moment to moment. A strong Adult is an essential requirement of a fully functioning individual. This ability to choose behaviors spontaneously and appropriately is directly related to being open-minded and flexible. In addition, Kelly defined a permeable construct as one which is open to the inclusion of new events or people. As the individual allows his construct system to include more events, he broadens his ability to see the world around him. He becomes simultaneously more open-minded and flexible. In TA terms, his Adult ego state is strengthened.

What might be some of the reasons why this TA group experience did seem to facilitate increased open-mindedness and flexibility within the group participants? In addition to the reasons given for decreased authoritarian behavior, perhaps Fransella's research (1971) may offer one explanation. It's possible that a course that aims for self-awareness, opens previously 'closed doors' to the individual seeking to know himself better. As the doors open, the person's existing construct system becomes loosened and he is able to learn and incorporate new constructs or insights into his old system. A tightening of the system then occurs, while the new is being incorporated into the old. Perhaps when this tightening happens, the individual experiences the satisfaction that accompanies learning a new idea. With his success, he may then be more open to risking learning more and continuing the process of loosening and tightening his construct system.

Perhaps another reason these anticipated trends were achieved, was because the group experience offered these women an opportunity to deal with personal issues in an atmosphere where this was not only acceptable but encouraged. As pointed out in chapter one, psychologists and theologians suggest that our social structure tends not to be conducive to personal sharing and growth. In fact, it tends to stifle individuals who desire more humanistic ideals. Therefore, the group experience offered an alternative to this tendency.

The anticipated trends may also have been achieved, because the TA program itself not only offers a chance for group members to experience new parts of themselves, but it also gives them a cognitive framework to understand their experiences. As Lieberman pointed out in his research, this is an important combination. The individual can then take his understanding with him, and apply it to situations outside of the group context. This ability to transfer the meaning of the experience to everyday life is essential for change to occur.

The third global question for this study then, revolved around whether or not a significant other in the group member's life would perceive these changes. If he could, then this would indicate that transference of the meaning of the group experience into life, did indeed occur. However, the results for this question were inconclusive. Only four of the nine husbands indicated they observed their wives as being less authoritarian, according to their scores on the Parent Scale of the PAC Scales. Six of the nine, however, perceived their wives as more flexible and open-minded according to their Adult Scale scores on the same test. A perusal of Table II indicates that there was very little agreement between the wives' self-perceptions of change and their husbands' perceptions of change. The husbands, in fact, disagreed with their wives' reports of change on thirteen of the eighteen anticipated trends. It is possible that either the wives' self perceived changes

were not being manifested at home, or that the husbands' perceptions were being influenced by other variables.

Whatever the reason, one implication of this might be that husbands and wives might benefit from participating in a TA group experience together. This might increase greater understanding between mates, so that both may grow toward discovering their full potential, both individually and together. It may be of interest to note that seven of these nine women brought their husbands to a TA marriage enrichment weekend, six months following this group experience. They all verbally reported, it was a worthwhile experience.

One of the strengths of this study was the statistical approach applied to the data. Through this approach, each individual was examined in detail. Information that would have been lost in a group average, instead, was retained and aided the understanding of each person's process as a result of the group experience. As a result of this approach, some weaknesses in the instruments became evident. For future research, it may be useful to be aware of some of these weaknesses. The results on the McCarley instrument, for example, seem to suggest that it is relatively easy to figure out which response is the socially acceptable one. Therefore, if the individual does not fully trust revealing herself, she may obtain a distorted score.

Because Linn Coffman's validation of his PAC Scale seems to be incomplete, for future research it might be wise

to use Lynn Kealy's (1975) adaptation of the scale. His reliability and validity findings are more thorough.

Finally, although Kelly's Role Construct Repertory Test is excellent for research purposes, the grid form of the test is better for objective scoring than is the more subjective form used in this study. The grid form has also been used more frequently in research.

One of the delimitations of this study, was that the researcher acted as leader for the group. The leader attempted to follow through on Yalom and Lieberman's four criteria for good leadership, as discussed in chapter two. Regretably, verification of this was not built into the study. However, the influence of the group leader in an educational approach to TA is not as great as is the influence of the leader using a therapeutic model. Because this TA program used an educational approach, perhaps measurement of leader behavior is not as important.

For future research, though, consideration might be given to running more than one group simultaneously. These might be led by trained leaders who are separate from the research, in order to insure less possibility of subjectivity. Measurement of leader behavior might then be built into the study.

In conclusion, a TA program offered to a small group seems to be effective for motivated individuals. It is possible then, that this program and the style in which it was offered, could be useful in communities where married

women are desirous of learning more about themselves. It might also be useful to research the effects of a similar program on other populations, such as single women or high school or university students, or business men or even whole families. Opportunities for further research are unlimited.

REFERENCES

REFERENCES

Adams-Webber, J.R. An analysis of the discriminant validity of several repertory grid indices. British Journal of Psychology, 1970, 61, 83-90.

Argyris, C. On the future of laboratory education. Journal of Applied Behavioral Science, 1967, 3 (2), 153-183.

Argyris, C. Interpersonal competence and organizational effectiveness. Chicago: Irwin-Dorsey, 1962.

Baloff, N. and Becker, S.W. On the futility of aggregating individual learning curves. Psychological Reports, 1967, 20, 183-191.

Bannister, D. The genesis of schizophrenic thought disorder: re-test of the serial invalidation hypothesis. British Journal of Psychiatry, 1965, 3, 377.

Bannister, D. Perspectives in personal construct theory. New York: Academic Press, 1970.

Bannister, D. and Fransella, F. Inquiring man: the theory of personal constructs. London: Cox & Wyman, 1971.

Bannister, D. and Mair, J.M.M. The evaluation of personal constructs. London & New York: Academic Press, 1968.

Beckstrand, P.E. TA as a means of teaching writing in high school. Transactional Analysis Journal, 1973, III: 3, 161.

Bennis, W., Burke, R., Cutter, H., Harrington, H., and Hoffman, J. A note on some problems of measurement and prediction in a training group. Group Psychotherapy, 1957, 10, 328-341.

Berne, E. Games people play. New York: Grove Press, 1964.

Berne, E. Principles of group treatment. New York: Grove Press, 1966.

Berne, E. The structure and dynamics of organizations and groups. New York: Grove Press, 1963.

Berne, E. Transactional analysis in psychotherapy. New York: Grove Press, 1961.

Berne, E. What do you say after you say hello. New York: Bantam Books, 1972.

Bieri, J. Cognitive complexity and personality development. In O.J. Harvey (Ed.), Experience Structure and Adaptability. New York: Springer, 1966.

Bieri, J. Cognitive complexity-simplicity and predictive behavior. Journal of Abnormal and Social Psychology, 1955, 51, 263-268.

Bunker, D.R. Individual applications of laboratory training. Journal of Applied Behavioral Science, 1965, 1, 131-148.

Burke, R.L. and Bennis, W.G. Changes in perception of self and others during human relations training. Human Relations, 1961, 14, 165-182.

Coffman, L. PAC scales. Michigan: Coffman, 1971.

Dreikurs, R., Grunwald, B.B., & Pepper, F.C. Maintaining sanity in the classroom: illustrated teaching techniques. New York: Harper and Row, 1971.

English, H.B., and English, A.C. A comprehensive dictionary of psychological and psychoanalytic terms. Longmans, 1958.

Fagan, J. The tasks of the therapist. In J. Fagan and I.L. Shepert (ED.), Gestalt Therapy Now: Theory, Techniques, Applications. Palo Alto: Science and Behavior, 1970.

Fjeld, S.P. and Landfield, A.W. Personal construct consistency. Psychological Reports, 1961, 8, 127.

Fransella, F. and Joyston-Bechal, M.P. An investigation of conceptual process and pattern change in a psychotherapy group over one year. British Journal of Psychiatry, 1971, 119, 199-206.

Gage, N.L. & Exline, R.V. Social perception and effectiveness in discussion groups. Human Relations, 1953, 6, 381-396.

Gassner, S.M., Gold, J., and Snadowsky, A.M. Changes in the phenomenal field as a result of human relations training. Journal of Psychology, 1964, 58, 33-41.

Gibb, J.R. The effects of human relations training. In A.E. Bergin and S. Garfield (ED.), Handbook of Psychotherapy and Behavior Change. New York: Wiley, 1971, 829-862.

Harris, A. I'm OK - you're OK. New York: Harper & Row, 1969.

Harrison, R. Cognitive change and participation in a sensitivity-training laboratory. Journal of Consulting Psychology, 1966, 30: 6, 517-520.

Hunt, D.E. Studies in role concept repertory: conceptual consistency. Unpublished M.A. Thesis, Ohio State University, 1951.

Illich, I. Celebration of awareness. New York: Doubleday & Company, 1971.

Jahoda, M. Current concepts of positive mental health. New York: Basic Books, 1958.

James, M. and Jongeward, D. Born to win: transactional analysis with gestalt experiments. London: Addison-Wesley, 1971.

Jongeward, D. & James, M. Winning with people. Massachusetts: Addison-Wesley, 1973.

Kealy, L. Revision of PAC Scales. Unpublished doctoral dissertation, University of Alberta, 1975.

Keen, S. Christian Century, 1969, 12: 31, 21.

Kelly, George A. The Psychology of Personal Constructs. New York: W.W. Norton, 1955.

Leventhal, H. Cognitive processes and interpersonal predictions. Journal of Abnormal and Social Psychology. 1957, 55, 176-180.

Lewin, K., Lippitt, R., and White, R. Patterns of aggressive behavior in experimentally created social climates. Journal of Social Psychology, 1939, X, 271-299.

Lieberman, M.A., Yalom, I.D., Miles, M.B. Encounter Groups: First Facts. New York: Basic Books, 1973.

McCarley, D. Ego State Inventory. Unpublished doctoral dissertation, University of Alberta, 1971.

McCormick, P. TA and behavior modifications: a comparison study. Transactional Analysis Journal, 1973, III:1, 10-14.

McCormick, P. Guide for use of a life-script questionnaire. Berkeley: Transactional Pubs, 1971.

Rogers, C.R. Carl Rogers on encounter groups. New York: Harper and Row, 1970.

Schutz, W.C. FIRO. New York: Holt, Rinehart and Winston, 1958.

Schutz, W.C. Joy. New York: Grove Press, 1967.

Steiner, C. Games alcoholics play. New York: Grove Press, 1971.

Stevens, J.D. Awareness: exploring, experimenting, experiencing. California: Real People Press, 1971.

Thomson, G. The identification of ego states. Transactional Analysis Journal, 1972, II:4, 196-210.

Thweatt, W. Integrating transactional analysis with a university psychology course. Transactional Analysis Journal, 1974, IV:1, 23-25.

Truax, C.B. and Carkhuff, R.R. Towards effective counselling and psychotherapy. Chicago: Aldine, 1967.

Tyron, R.C. Individual differences. In F.A. Moss (ED.) Comparative Psychology. New Jersey: Prentice-Hall, 1934.

Warr, P.G., Schroder, H.M., and Blackman, S. The structure of political judgment. British Journal of Social and Clinical Psychology, 1969, 8, 32-43.

Wepman, J. and Heine, R.W. Concepts of Personality: Chicago: Aldine Publishing, 1963.

Yalom, I.D., Peters,H.S., Sheldon, M.Z., and Rand, K.H. Prediction of success in group therapy. Archives of General Psychiatry, 1967, 17, 159-168.

APPENDIX A

TRANSACTIONAL ANALYSIS PROGRAM

SESSION 1

EGO STATES

Introduction to TA

- Overview of the four kinds of analyses in TA
  - Structural Analysis
  - Transactional Analysis
  - Game Analysis
  - Script Analysis
- Goals for the eight week program
  - To take charge of our lives (TCOL)
  - To become more autonomous, spontaneous intimate individuals

Ego State Concepts

- Parent
- Adult
- Child

Experiential Exercise - "Getting to Know Your Parent Ego State"

GETTING TO KNOW YOUR PARENT EGO STATE

a) Write three things your parents did that you didn't like.

b) Write three things your parents did that you did like.

c) Look at the lists you made in (a) and (b) and ask yourself, Do I do any of these things myself? If so, with whom?

d) The Parent Ego State often contains punitive or critical messages. Develop three critical messages that you might hear at home, in your family, or in your school or organization that sound like Parent Ego State.

e) The Parent Ego State often contains nurturing messages -- protective, sympathetic, "taking-care-of" messages. Develop three nurturing Parent statements that you might hear in daily life.

f) Think of three situations in which you were critical of other people.

g) Was your behaviour similar to the behaviour of your parents?

h) Think of ways in which you nurture other people.

i) Are these ways similar to the ways your parents nurtured you?

SESSION 2

LIFE POSITIONS

Review of Ego State Concepts

Experiential Exercise for the Child Ego State - a guided imaginery fantasy experience

Experiential Exercise for the Child Ego State and Life Positions - a guided imaginery fantasy experience

Life Positions Concepts

- I'm not OK - You're OK
- I'm not OK - You're not OK
- I'm OK - You're not OK
- I'm OK - You're OK

  - How these are related to Life Scripts
  - How these are related to Games
  - How these are related to Contracts for Change.

Homework Assignments

- Do something this week that you loved doing as a child
- Do one new activity this week, that you've never done before

SESSION 3

TRANSACTIONS AND STROKES

Homework Review

Transactions Concepts

- Complementary Transactions
- Closed Transactions
- Ulterior Transactions

Experiential Exercise - "Analyzing Transactions"

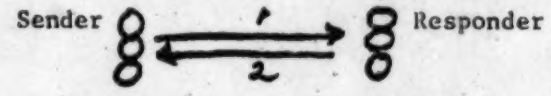
Strokes Concepts

- Positive Strokes
- Negative Strokes
- How People Structure Time to Get Strokes
- "Warm Fuzzies" Story

ANALYZING TRANSACTIONS

Analyzing Complementary Transactions

Develop dialogue that fits the following diagrams. Describe the behaviour if necessary for clarification. Use illustrations from your school, your family, or your organization.

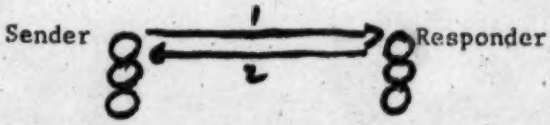


1.

2.

1.

2.



1.

2.

1.

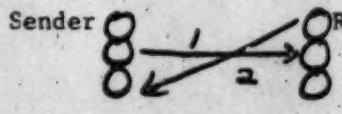
2.

Analyzing Crossed Transactions

Develop dialogue that fits the following crossed diagrams. Describe behaviour if necessary for clarification. Use illustrations again from your school, your family or your organization.

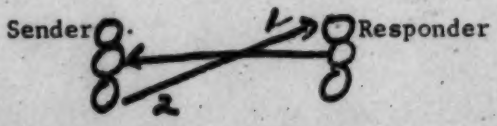
1.

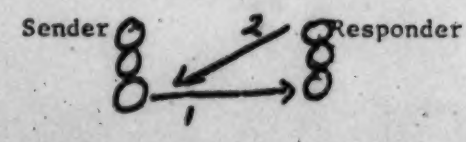
2.



1.

2.





WARM FUZZIES

Once upon a time, a long time ago, there lived two very happy people called Tim and Maggie with two children called John and Lucy. To understand how happy they were, you have to understand how things were in those days. You see, in those happy days everyone was given at birth a small, soft, Fuzzy Bag. Anytime a person reached into this bag he was able to pull out a warm Fuzzy. Warm Fuzzies were very much in demand because whenever somebody was given a warm Fuzzy it made him feel warm and fuzzy all over. People who didn't get warm Fuzzies regularly were in danger of developing a sickness in their back which caused them to shrivel up and die.

In those days it was very easy to get warm Fuzzies. Anytime that somebody felt like it, he might walk up to you and say, "I'd like to have a warm Fuzzy." You would then reach into your bag and pull out a Fuzzy the size of a little girl's hand. As soon as the Fuzzy saw the light of day it would smile and blossom into a large, shaggy, warm Fuzzy. You then would lay it on the person's shoulder or head or lap and it would snuggle up and melt right against their skin and make them feel good all over. People were always asking each other for warm Fuzzies, and since they were always given freely, getting enough of them was never a problem. There were always plenty to go around and as a consequence everyone was happy and felt warm and fuzzy most of the time.

One day a bad witch became angry because everyone was so happy and no one was buying her potions and salves. This witch was very clever and she devised a very wicked plan. One beautiful morning she crept up to Tim while Maggie was playing with their daughter and whispered in his ear, "See here, Tim, look at all the Fuzzies that Maggie is giving to Lucy. You know, if she keeps it up, eventually she is going to run out and then there won't be any left for you."

Tim was astonished. He turned to the witch and said, "Do you mean to tell me that there isn't a warm Fuzzy in our bag every time we reach into it?"

And the witch said, "No, absolutely not, and once you run out that's it. You don't have any more." With this she flew away on her broom, laughing and cackling hysterically.

Tim took this to heart and began to notice every time Maggie gave up a warm Fuzzy to somebody else. Eventually he got very worried and upset because he liked Maggie's warm Fuzzies very much and did not want to give them up. He certainly did not think it was right for Maggie to be spending all her warm Fuzzies on the children and on other people. He began to complain every time he saw Maggie giving a warm Fuzzy to somebody else, and because Maggie liked him very much, she stopped giving warm Fuzzies to other people as often, and reserved them for him.

The children watched this and soon began to get the idea that it was wrong to give up warm Fuzzies any time you were asked or felt like it. They too became very careful. They would watch their parents closely and whenever they felt that one of their parents was giving too many Fuzzies to others, they also began to object. They began to feel worried whenever they gave away too many warm Fuzzies. Even though they found a warm Fuzzy every time they reached into their bag, they reached in less and less and became more and more stingy. Soon people began to notice the lack of warm Fuzzies, and they began to feel less and less fuzzy. They began to shrivel up and occasionally, people would die from lack of warm Fuzzies. More and more people went to the witch to buy her potions and salves even though they didn't seem to work.

Well, the situation was getting very serious indeed, the bad witch had been watching all of this didn't really want the people to die so she devised a new plan. She gave everyone a bag that was very similar to the Fuzzy Bag except that this one was cold while the Fuzzy Bag was warm. Inside of the witch's bag were cold Pricklies. These cold Pricklies did not make people feel warm and fuzzy, but made them feel cold and prickly instead. But, they did prevent peoples' backs from shrivelling up. So from then on, every time somebody said, "I want a warm Fuzzy," people who were worried about depleting their supply would say, "I can't give you a warm Fuzzy, but would you like a cold Prickly?" Sometimes, two people would walk up to each other, thinking they could get a warm Fuzzy, but one or the other of them would change his mind and they would wind up giving each other cold Pricklies. So, the end result was that while very few people were dying, a lot of people were still unhappy and feeling very cold and prickly.

The situation got very complicated because, since the coming of the witch, there were less and less warm Fuzzies around, so warm Fuzzies, which used to be thought of as free as air, became extremely valuable. This caused people to do all sorts of things in order to obtain them. Before the witch had appeared, people used to gather in groups of three or four or five, never caring too much who was giving warm Fuzzies to whom. After the coming of the witch, people began to pair off and to reserve all their warm Fuzzies for each other exclusively. If ever one of the two persons forgot himself and gave a warm Fuzzy to someone else, he would immediately feel guilty about it because he knew that his partner would probably resent the loss of a warm Fuzzy. People who could not find a generous partner had to buy their warm Fuzzies and had to work long hours to earn the money. Another thing which happened was that some people would take cold Pricklies - which were limitless and freely available - coat them white and fluffy and pass them on as Fuzzies. These counterfeit warm Fuzzies were really plastic Fuzzies, and they caused additional difficulties. For instance, two people would get together and freely exchange plastic Fuzzies, which presumably should make them feel good, but they came away feeling bad instead. Since they thought they had been exchanging warm Fuzzies, people grew very confused about this, never realizing that their cold prickly feelings were really the result of the fact they had been given a lot of plastic Fuzzies.

So the situation was very, very dismal and it all started because of the coming of the witch who made people believe that some day, when least expected, they might reach into their warm Fuzzy Bag and find no more.

Not long ago a young woman with big hips born under the sign of Aquarius came to this unhappy land. She had not heard about the bad witch and was not worried about running out of warm Fuzzies. She gave them out freely, even when not asked. They called her the Hip Woman and disapproved of her because she was giving the children the idea that they should not worry about running out of warm Fuzzies. The children liked her very much because they felt good around her and they too began to give out warm Fuzzies whenever they felt like it. The grown-ups became concerned and decided to pass a law to protect the children from depleting their supplies of warm Fuzzies. The law made it a criminal offense to give out warm Fuzzies in a reckless manner. The children, however, seemed not to care, and in spite of the law they continued to give each other warm Fuzzies whenever they felt like it and always when asked. Because there were many, many children, almost as many as grownups, it began to look as if mabe they would have their way.

As of now it is hard to say what will happen. Will the grown-up's forces of law and order stop the recklessness of the children? Are the grown-ups going to join with the Hip Woman and the children in taking a chance that there will always be as many warm Fuzzies as needed? Will they remember the days their children are trying to bring back when warm Fuzzies were abundant because people gave them away freely?

- Claude M. Steiner
1969

SESSION 4

STROKES AND STAMPS

Review of Stroke Concepts

Stamps Concepts

- "Dirty" Stamps
- "Gold" Stamps

Experiential Exercise - "Strokes and Stamps"

Your Dirty Stamp Collection

Try to recall at least two situations in the last ten days in which you collected and held a negative feeling.

What was the situation?

Who was involved?

What feelings did you collect?

Do you still hold resentment over either or both of these situations?

When you have "taken enough" from people, how do you cash-in? Who or what do you cash-in on?

Now explore alternatives to "taking it". Could you have handled the situation a different way so that you didn't collect?

Your Gold Stamp Collection

Try to recall at least two situations in the last ten days in which you received positive strokes and collected gold stamps.

What was the situation?

Who was involved?

How did you feel?

What good things do you do for yourself when you cash in gold stamps?

SESSION 5

GAMES

Games Concepts - "Games"

Experiential Exercise - sentence completion to reveal individual games

Experiential Exercise - using the game discovered to identify how life would be different without the game

How to Stop Games

GAMES

YES, BUT: A person who plays this game maintains a position such as "nobody is going to tell me what to do," or "people are stupid." In childhood, he had parents who tried to give him all the answers, or who didn't give him any at all, so he took a stand against them. (You're not OK)

KICK ME: In this game the player does something to provoke another player to put him down. Though he tends to deny it, a person who is used to playing "Kick Me" tends to attract others who can play the complementary hand and are willing to "kick" him.

HARRIED: This is a game that avoids intimacy at both close and long ranges. A person preoccupied with the legitimate concerns of their vocation, racing from one task to another, is not a very easy person to get to know, or to get close to. Consequently, a wife who starts ironing at 11 p.m., after a busy day, has an air-tight excuse for avoiding any type of closeness with her husband.

SEE WHAT YOU MADE ME DO:
This game is sometimes played to collect anger stamps. The player, instead of taking responsibility for the mistake, blames someone else for the error, and if it happens often enough, the person blamed will collect fear or guilt stamps and leave the player alone, and that's the payoff--isolation. Another player may collect purity stamps instead of anger: "After all, it's not my fault. It's your fault I made my mistake. I'm pure."

LUNCH BAG:
A person uses this game to collect purity and self-righteousness stamps. Usually this is done to manipulate others. For example, the executive brings his lunch of last night's leftovers in a paper bag and makes an issue of eating at his desk while others go out to eat.

STUPID: Game played to collect dirty stamps.

UPROAR: Both players are fighters, but one is accuser and one is defendant. It often starts with a critical remark implying an ulterior, "You're not OK." The payoff is to avoid closeness.

COURTROOM:
Takes 3 players. Person who plays this frequently is one who, in childhood, learned how to manipulate authority figures to side with him and to be against his opponent. His position is "I'm OK. You're not OK." The player uses a "judge" hoping that the other person will be judged guilty.

GAMES

CORNERED: "I'm damned if I do and damned if I don't."

BLEMISH: "You're fine except for a minor blemish--length of hair, style of clothes--which really spells everything."

I'M ONLY TRYING TO HELP YOU:
"My advice is so good, why do you want to think for yourself and reject my ideas when I'm only trying to help you?"
(I'm OK--You're not OK)

WOODEN LEG:
"Surely you can't expect much from me if things turn out wrong. After all, see how hard I tried."

NOW I'VE GOT YOU, YOU S. O. B.:
I've caught you making a mistake, and will now make you suffer."

THEME	NAME OF GAME	TO PROVE
Blaming Others	If It Weren't For You See What You Made Me Do	You're Not OK
Saving Others	I'm Only Trying to Help You What Would You Do Without Me?	You're Not OK
Finding Fault	Blemish Corner	You're Not OK
Getting Even	Rape Now I've Got You, You S.O.B.	You're Not OK
Provoking Put-Downs	Kick Me Stupid	I'm Not OK
Enjoying Misery	Poor Me Wooden Leg	I'm Not OK
Copping Out	Harried Frigid Man or Woman	I'm Not OK

SESSION 6

LIFE SCRIPTS

Review of TA Concepts

Experiential Exercise - Role play to reveal script messages

Experiential Exercise - a guided imaginery fantasy to discover rackets

Script Concepts

Early decisions

Rackets

Experiential Exercise - three early memories to identify current life-style tendencies

Homework Assignment - "Life Script Questionnaire"

LIFE SCRIPT QUESTIONNAIRE

Full Name _____ Date _____

1. Describe yourself briefly. BP, D

2. Describe your mother briefly. PI, CI

3. Describe your father briefly. PI, CI

   A. What did they say about your birth?

   B. What did you say to yourself when they told you that?

4. What does your mother say when she compliments you? PI, CI, BP

   A. What did you say in your head?

5. What does she say when she criticizes you? PI, CI, BP

   A. What did you say in your head?

6. What is her main advice to you? PI, CI, BP

A. What did you say in your head?

7. What does your father say when he compliments you? PI, CI, BP

A. What did you say in your head?

8. What does he say when he criticizes you? PI, CI, BP

A. What did you say in your head?

9. What is his main advice to you? PI, CI, BP

A. What did you say in your head?

10. What nicknames have people called you? What do the names mean? BP

11. What did you want to be when you were little? D, C

12. What did your mother want you to be? PI, CI, BP

13. What did your father want you to be? PI, CI, BP

14. What do you like most about yourself? PI, CI, BP

15. What do you like least about yourself? PI, CI, BP

16. Do you ever feel that something might be wrong with you? (If yes, ask what)

17. Describe the bad feeling you have had most often in your life. R

A. How do you get to feel that way in the present?

B. Describe your biggest worry now or what you feel badly about.

18. When did you first feel it? D, BP

19. What was your favourite child story? P

20. What was your favourite part of it? P

21. If you follow through on what you are now planning for yourself, what will you be doing five years from today? C

22. How do you think you might die? At what age? P, D

23. What will it say on your tombstone? D

24. What would "heaven on earth" be for you? D

A. How close are you to this now?

25. What do you wish your mother had done differently? C

A. How would you be different?

26. What do you wish your father had done differently? C

A. How would you be different?

27. If by magic you could change anything about yourself, what would you change? D, C

28. What do you want most out of life? C

29. What is your biggest problem? C

30. What about yourself, do you want to change while you are a member of this group? C

31. What will you do to make this change? C

32. How will you know that you have reached your goal? C

KEY: BP = Basic Position, C = Contract, CI = Counterinjunction, D = Decision, G = Game, P = Program, PI = Parental Injunction, R = Racket

LIFE SCRIPT FORM

1. Parental Injunction (message from parent's Child):
   "Don't...

2. Counterinjunction (from parent's Parent):

3. Basic Position (of Child):

4. Racket:

5. Favourite Game:

6. Decision (e.g., "I'll probably never make it".):

7. Program for Life Course (how to obey injunction):

8. Contract:

SESSION 7

LIFE SCRIPTS QUESTIONNAIRE

Review of Life Scripts

Experiential Exercise - "Life Scripts Questionnaire"

SESSION 8

SUMMARY OF EXPERIENCES AND CONTENT

Autonomy, Spontaneity and Intimacy and the Whole Person

Experiential Exercise - "Psychic Energy Profile"

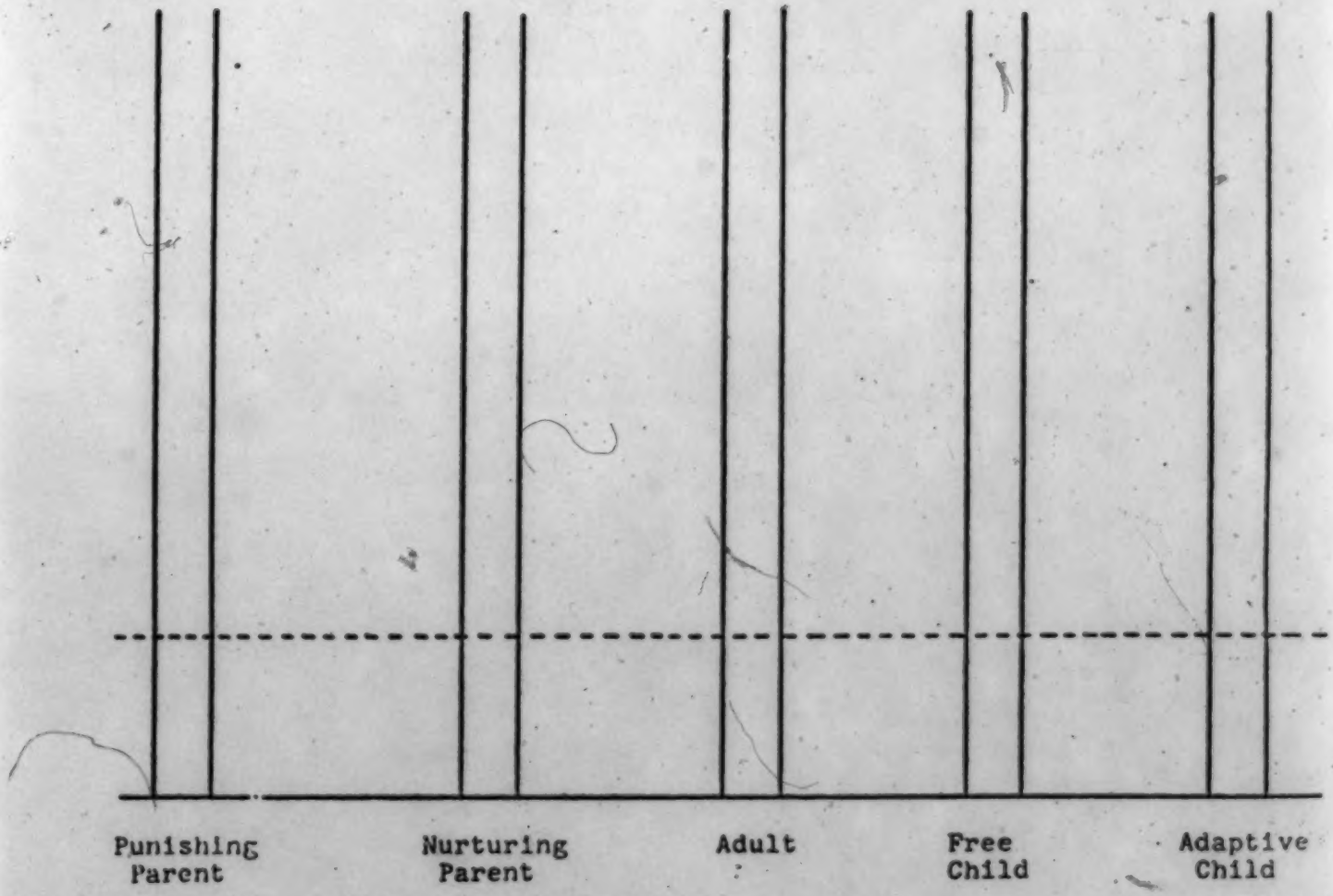
- Self at home
- Self at a party

Experiential Exercise - "Your Ego State Portrait"

How to Make Changes if Desired

- Contracts
- Problem-Solving

PSYCHIC ENERGY PROFILE



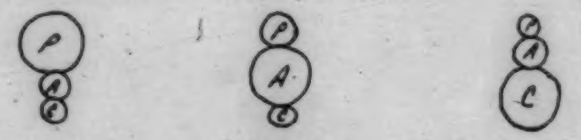
500 Points:

Each inch equals 100 points.

Utilize total 500 points.

YOUR EGO STATE PORTRAIT

I. Using circles of different sizes, draw your ego state portrait as you perceive yourself most of the time. Your portrait might look something like the figures below:



1. Do you see yourself as having a favorite ego state?

2. Does your portrait change when the situation changes? At work? At home? At a party? Where else?

3. Does it change with certain people? Spouse? Children? Friends? Who else?

4. Now draw one for each of the others in your group, using your experience together as your data for drawing the ego state portrait.

II. After you have drawn your ego state portraits, both from your own perspective and that of others, ask yourself:

1. Does this satisfy me? If not, what needs to be changed?

2. What decisions do I need to make? What data do I need to gather?

APPENDIX B

LETTERS TO HUSBANDS

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
TELEPHONE (403) 432-5245

THE UNIVERSITY OF ALBERTA
EDMONTON, CANADA
T6G 2G5

February 26, 1974

Dear

I am conducting research in the area of transactional analysis for my master's thesis in educational psychology. is a member of the group I am using for my study. I am wondering if you would answer the enclosed questionnaire in the next two or three days and then a follow-up questionnaire at the end of April. Your answers would give me a measure of change or no change in her behavior as you perceive her now and at the end of the course. Please regard the questions as descriptions of attitudes and behaviors as you see them. It does not matter whether or not she sees herself that way. What is important is how you see her.

It is important that you answer each question as honestly as possible. Do not put your name on the questionnaire. It has been coded with a number, in order to keep your answers completely confidential. Two individuals unrelated to the study will score them. I will receive only the results, and I am the only person with access to the coded numbers and corresponding names.

Please do not discuss the questions with anyone, especially , as any discussion could bias the results. When the study is completed, I will be happy to share the results with both you and . Thank you for helping me out in my study. I have enclosed a self-addressed, stamped envelope. I will appreciate your return of the questionnaire as soon as possible.

Sincerely,

Pam Weinlick

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
TELEPHONE (403) 432-5245

THE UNIVERSITY OF ALBERTA
EDMONTON, CANADA
T6G 2G5

May 13, 1974

Dear

Our group in transactional analysis has just ended and it is time for the follow up of our group experience. Would you please fill out the enclosed questionnaire? Try to answer the questions as you see your wife now. Your answers will give me a measure of whether or not you have noticed any changes in her behavior since our course began.

Once again, do not put your name on the questionnaire. It has been coded with a number. When you have completed it, feel free to discuss it with your wife. When the results of all the tests are returned to me, I will be happy to share them with you for further feedback. I have enclosed a self-addressed, stamped envelope and would appreciate your return of the questionnaire by Friday, May 17. Thank you very much for helping me out with this part of my thesis.

Sincerely,

Pam Weinlick

APPENDIX C

PAC SCALES

THE P A C SCALES

Most persons take 30–45 minutes to complete the scales. There is no time limit.

Instructions

If you agree more than you disagree with a statement, mark a plus (+ . . . If you disagree more than you agree, mark a minus (– . . . Be sure to place a plus mark or a minus mark to the left of each number.

(1. I tend to want to run things, be the "boss" of a situation – take charge.

(2. It doesn't seem to take much to get me to challenge, argue, become aggressive toward others.

(3. If pushed into a corner during an argument, I might tend more so than most to become abusive, angry, etc.

(4. I tend to become temporarily depressed or melancholy.

(5. I tend, more so than most, to make an automatic statement beginning with "You should . . ."; "They ought . . ."; "It's never . . ."; etc.

(6. No matter how hard one tries, you can never change human nature.

(7. Though I don't care to admit it, I find that I daydream more than I would like.

(8. I become bored with a situation quickly, more so than I would like.

(9. I blame others for what happens more so than I would like.

(10. I use "Putting Others Down" behavior more so than I would like.

(11. I tend more so than most to withdraw from a situation – perhaps say to myself: "What difference does it make . . .".

(12. Most young people would benefit from a tour of duty in the military service.

(13. People nowadays should attend church more often.

(14. Since the United States spends more per citizen than any other country in support of the United Nations, it should have a greater voice in the affairs of the UN.

(15. Though I may not say anything if someone is late for an appointment with me, I'm likely to be thinking plenty about them, some of which may not be very nice.

(16. Racial prejudice is useful in that it prevents inter-marrying.

(17. I tend to rely on traditional, conservative approaches to a philosophy of living.

(18. I tend to become upset with persons who challenge tried and accepted ways of thinking and doing.

(19. I tend to become upset with persons who don't challenge tried and accepted ways of thinking and doing.

(20. I reject the idea that much of what I hold to be irrevocable truth I accepted as such before I was six years old.

(21. Teenagers would be better off if they tried harder to understand and utilize the precepts of older persons.

(22. Speaking emotionally, I'm more comfortable and productive if I occupy a superior or authoritative position.

(23. The United States is justified in selling war goods to other nations – even if it is more than has ever been sold before.

(24. There are not enough people today with enough courage to stand up for what is right.

(25. Minority groups get more attention and publicity than they deserve.

(26. When persons are frightened, they tend to start spouting "truisms".

(27. About the only way real change occurs is when a strong, tough-minded person takes charge in a situation and makes it go.

(28. The idea that persons should be "tough minded yet tender hearted" is not particularly attractive to me.

(29. There's a lot of foolishness that happens as a result of the emphasis on this idea of "Love".

(30. Alcohol is not a drug in the same sense as "grass" and is not dangerous.

(31. There are times when it's necessary to make people do certain things that are good for them.

(32. A problem that appears to always be with us is, "There are too many chiefs and not enough Indians . . .".

(33. There are too many "do gooders" who haven't learned the lesson "You can't make a silk purse out of a sow's ear . . .".

(34. Especially in the business world, most people don't realize you've got to be highly competitive to succeed.

(35. I don't seem to trust others as much as many people do.

(36. I believe that society would be better off if the laws were more rigorously enforced.

(37. Persons who do wrong should be punished severely – this is one way of stopping wrong doing.

(38. Frankly speaking, some speed limits are ridiculous.

(39. There seems to be too little respect for our high offices, our country, and our flag.

(40. I learned early in life it isn't a good idea to challenge authority.

(41. I learned early it was OK to challenge authority.

(42. There are times when I get a certain satisfaction out of catching others in an act of wrong doing.

(43. Parents tend to be too permissive nowadays.

(44. There are times when one is justified in spanking a child hard for the child's own good.

(45. There are too many persons who watch rather than participate in competitive sports.

(46. There's too much live on-the-spot news reporting and it needs to be controlled more.

(47. Most people will tend to do anything – all it takes is a keen ability to sell them on it.

(48. If we're going to survive as a nation, we must continue to support countries friendly to us even if they are dictatorships.

(49. No person, even though he feels life is not worth living, is justified in committing suicide.

(50. "My country, may she always be right, but my country, right or wrong", is a good slogan.

(51. We need more rather than less censorship of the movies, TV, news, etc.

(52. The biggest mistake someone in charge of a situation can make is to lose "control" of the situation.

(53. Even though the constitution bars it, we should allow prayer in our schools.

(54. One reason advertising is so effective is that most people want to be told what they should buy, do, think, etc.

(55. People need to become more dedicated to certain fundamental truths about morals, right and wrong, human nature, etc.

(56. Capital punishment will never be done away with.

(57. The problem with many persons today is that they allow others to push them around too much.

(58. I get angry or disgusted with someone who is overly submissive, ingratiating, vacillating, compromising, etc.

(59. The ceremony of baptism is more than a symbolic ritual – it is essential for the spiritual welfare of the individual.

(60. There should be more control over college professors to insure that they do not put forth their own divergent opinions in the classroom.

(61. National patriotism will always be more important than so-called world patriotism.

(62. A remedy for the modern divorce situation would be to make the conditions for divorce more stringent so that marriage would be considered in a more serious light.

(63. Persons are better off if they accept tried and true tenets about life rather than adopt a "soft" questioning approach.

(64. Persons who tend to be "bossy" actually lack self confidence, though they may not realize it.

(65. Many persons err because they are unwilling to accept responsibility.

(1. I seem to be more observant than many persons.

(2. I tend, more so than many, to keep my "cool" when others appear to become emotional and demonstrate aggressiveness, submissiveseness or withdrawal.

(3. My parents tended to emphasize the value of using one's mind perhaps more so than many persons.

(4. My parents enjoyed my exploring and learning things for myself.

(5. I always had the feeling that my parents loved me warmly.

(6. I tend more so than most to gather facts and plan carefully before starting some action.

(7. I seldom feel bored, impatient, or lonely even when with strangers.

(8. I have more interests, hobbies, etc., than most people I know.

(9. I find that I enjoy life as much as others do, yet I'm able to maintain a sense of alert detachment when others seem to become emotional.

(10. I seem to be more comfortable, more so than many, with a long period of silence.

(11. There are times when I allow myself to experience extreme periods of excitement and enjoyment.

(12. I seldom if ever blush.

(13. I seldom if ever cry.

(14. I seem to prefer problem solving behavior as contrasted with bargaining, compromising or negotiating behavior – more so than many persons.

(15. I would enjoy attending one of those "sensitivity" or awareness training or encounter group sessions.

(16. Though I appear to experience and express a full and enjoyable range of emotions, and make use of them, I seem to be able to control them more so than many.

(17. I seem to have little need to dominate other persons, but I also seldom if ever feel dominated by others.

(18. Most of the time, I tend to involve "doers" in the planning of a project.

(19. I have clear and strong convictions and voice them, but respond to sound ideas by changing my mind.

(20. Though others at times seem to want to suppress or gloss over or compromise person-to-person conflict situations, I insist on getting at the underlying causes and resolving the causes face-to-face.

(21. I place considerable value on decisions that stick no matter what.

(22. It seems that more so than most, I tend to estimate the risks of making a decision before making it.

(23. More so than many, I extend myself in seeking out ideas, opinions and attitudes different from my own.

(24. Persons who've worked with me would say I'm decisive, yet no[redacted]s afraid to disagree with me.

(25. As a child, my thoughts, desires, and behavior seldom elic[redacted]proval in the form of humor, sarcasm, teasing, punishment, etc.

(26. I've stepped on toes in order to get an important job done.

(27. I tend to hold out for creative, as opposed to traditional, solutions to a majority of problems.

(28. I believe that effective leadership enables people to give the best of themselves rather than seek the best for themselves.

(29. More so than many, I believe that people's feelings and thoughts are important.

(30. I don't believe there is a natural and unresolvable conflict between organizations and individuals.

(31. Even as a child, my parents encouraged me to express my views without fear of ridicule or punishment.

(32. More so than many, I seem to have developed a capacity for thinking independently, as opposed to conforming to others' thoughts.

(33. It isn't wishful thinking to assume that persons are capable of sustained self direction and control.

(34. Somewhere I learned to have a healthy positive attitude toward sex, my body, intimacy, etc.

(35. Most mistakes result from misunderstanding rather than carelessness.

(36. Somehow I seemed to have learned to face the world in a relaxed, confident, enjoyable manner as contrasted with fear, distrust, cynicism, etc.

(37. I am an active member in a greater variety of organizations than most people.

(38. Absolute candor and honesty with others is possible.

(39. More so than with many people, persons seem to turn to me for advice, counsel, etc.

(40. Though there are times when compromise seems sound, I find it usually doesn't provide the basis for sound solutions – especially to people problems.

(41. There have been times when I have cried unashamedly in the presence of others.

(42. More so than most, I manage to keep a calm appearance, though I am churning inside.

(43. I attend courses, seminars, lectures, etc., more so than most people I knew.

(44. My parents, more so than the parents of some of my friends, didn't seem to push me as hard t[redacted] achieve, make the honor roll, excell, etc.

(45. There are times when it seems appropriate to express emotion and I have no difficulty doi[redacted] so under the proper circumstances.

(46. Rather than suppress my emotions, I am able to make full use of them according to the d[redacted] mands of the situation.

(1. Though many might deny it, I believe that feelings are the actual basis of 99% of important life decisions.

(2. It seems more so than most, I feel sorry for myself.

(3. If a person of higher authority assumes the responsibility for a "tough" decision that must be done even though it imposes a considerable hardship on some people, I'll help carry it out.

(4. When in a tense situation, I tend to laugh to relieve tension.

(5. I really enjoy driving very fast.

(6. There are times when I've heard myself say: "I don't make the rules, I just follow them . . .".

(7. The behavior of many persons in positions of higher authority is often done to build them up at lesser persons' expense.

(8. When in a tense situation, I tend more so than many, to withdraw.

(9. Possibly more so than some, I use expressions such as "Gosh", "Gee", "Golly", "Wow", etc.

(10. I don't mind being an "Indian" but I'd rather someone else be "Chief".

(11. Seemingly more so than with many, my positive feelings are likely to become active in social situations.

(12. I'm the sort of person who has difficulty sticking to a diet, quitting smoking, etc.

(13. Perhaps more so than others, I'm concerned when persons display their negative emotions such as anger, boredom, etc.

(14. There are occasions when I tell myself "Be quiet – you're talking too much . . .".

(15. I find that I become uncomfortable in "unstructured" situations.

(16. There are too many times when I try to tell a joke and it falls flat.

(17. As a child, I can recall situations where older persons made me feel ashamed.

(18. There are times when I catch myself laughing too loudly or talking too loudly.

(19. For some reason, there are times that I seem to get the "worst end of the deal . . .".

(20. It may be that my parents tended somewhat to make me fearful of the world and persons in i rather than optimistic about the world.

(21. Humility is one of, perhaps the greatest of virtues.

(22. Possibly more so than most, there are times when I feel like skipping or running.

(23. For some reason, I have the impression that my parents thought of me as being of average o mediocre intelligence.

(24. I seem to want my own way more often than a fully mature person should.

(25. I don't seem to get my way as often as would be fair.

(26. I prefer, possibly more so than many, to occupy a position of less rather than more respons bility, authority, senior, higher, etc.

(27. There were times my parents embarrassed me by waiting up for me after a date.

(28. I know there are times I ought to eat less than I do.

(29. I never seem to have much difficulty in obeying instructions though there are times I need better indication of how I'm performing.

(30. Though I seem to hide it well, I do become bored easily.

(31. More so than many, my parents respected and encouraged me to express my emotions, such laughter, sorrow, anger, etc.

(32. When I think of having a meaningful conversation with my parents, I become cynical, aroused angry, frustrated, depressed, etc.

(33. I have difficulty in understanding why some people take life so seriously – a bit of horseplay once in a while is good.

(34. I feel some envy of persons who quit their careers in order to start a new life style.

(35. If anything, it seems to me I am too trusting of the motives of others.

(36. More often than I would like, I've heard people say to me, "Would you please repeat what you said – I seem to have difficulty understanding you . . .".

(37. If a situation appears to be overly serious, I'm likely to attempt some humor to lessen the tension.

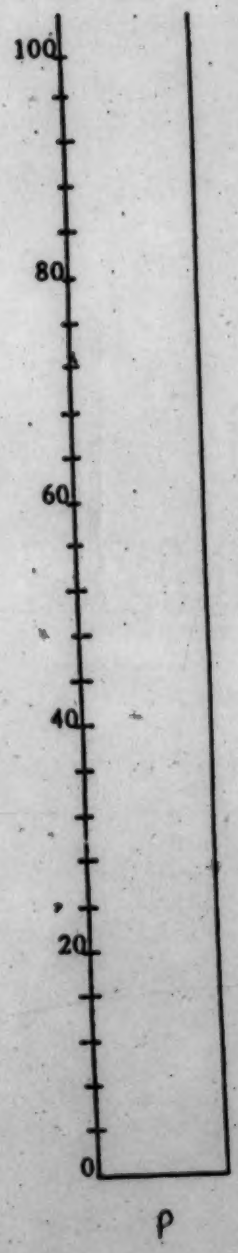
(38. Perhaps more than I should, I agree rather than argue with others about concepts of right and wrong, ideas about what to do, plans, programs, systems, procedures, etc.

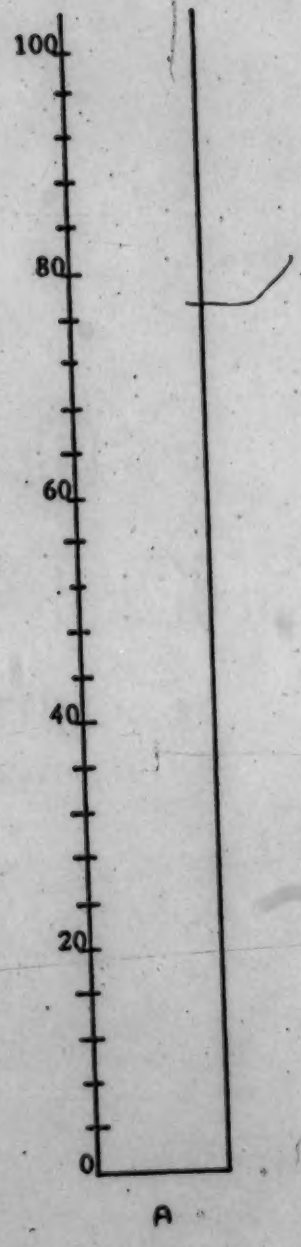
(39. There's not as much truth in the expression "Nice guys never win . . ." as some would have you believe.

(40. I catch myself being overly concerned about the approval of others – more often than I would like.

41. There are and always will be a large number of insoluble problems in this world – you can either cry or laugh and you might as well laugh about it.

(42. More often than I would like, it seems my feelings influence my behavior and I do something inappropriate as a result.





P = "Parent" ego state. This represents the extent our behavior resembles that of a parent. It is characterized by automatic use of words as "cute"; "sonny"; "ought"; "should"; "must"; "always"; "disgusting"; "naughty"; etc. The Parent is "never wrong".

A = "Adult" ego state. This represents the extent our behavior is a function of thought processing of facts offered by the "here and now" environment. Also includes probability estimating. The Adult says, "I will."

C = "Child" ego state. This represents the extent our behavior resembles that of children. Oaths, exclamations, name calling along with the use of such words as "gee"; "I'll try"; "maybe"; etc. are typical.

APPENDIX D

HUSBAND'S PAC SCALES

THE P A C SCALES

Most persons take 30 - 45 minutes to complete the scales. There is no time limit.

INSTRUCTIONS:

If you agree more than you disagree with a statement, mark a plus (+ ... If you disagree more than you agree, mark a minus (- ... Be sure to place a plus mark or a minus mark to the left of each statement.

(1. She tends to want to run things, be the "boss" of a situation--take charge.

(2. It doesn't seem to take much to get her to challenge, argue, become agressive toward others.

(3. If pushed into a corner during an argument, she might tend more so than most to become abusive, angry, etc.

(4. She tends to become temporarily depressed or melancholy.

(5. She tends, more so than most, to make an automatic statement beginning with "You should ..."; "They ought ..."; "It's never ..."; etc.

(6. She believes that, no matter how hard one tries, you can never change human nature.

(7. Though she doesn't care to admit it, she finds that she daydreams more than she would like.

(8. She becomes bored with a situation quickly, more so than she would like.

(9. She blames others for what happens more so than she would like.

(10. She uses "Putting Others Down" behavior more so than she would like.

(11. She tends, more so than most, to withdraw from a situation--perhaps say to herself: "What difference does it make ..."

(12. She believes that most young people would benefit from a tour of duty in the military service.

(13. She believes that people nowadays should attend church more often.

(14. She believes that, since the United States spends more per citizen than any other country in support of the United Nations, it should have a greater voice in the affairs of the UN.

(15. Though she may not say anything if someone is late for an appointment with her, she is likely to be thinking plenty about them, some of which may not be very nice.

(16. She believes that racial prejudice is useful in that it prevents inter-marrying.

(17. She tends to rely on traditional, conservative approaches to a philosophy of living.

(18. She tends to become upset with persons who challenge tried and accepted ways of thinking and doing.

(19. She tends to become upset with persons who don't challenge tried and accepted ways of thinking and doing.

(20. She rejects the idea that much of what she holds to be irrevocable truth, she accepted as such before she was six years old.

(21. She believes that teenagers would be better off if they tried harder to understand and utilize the precepts of older persons.

(22. Speaking emotionally, she's more comfortable and productive if she occupies a superior or authoritative position.

(23. She believes that the United States is justified in selling war goods to other nations--even if it is more than has ever been sold before.

(24. She believes that there are not enough people today with enough courage to stand up for what is right.

(25. She believes that minority groups get more attention and publicity than they deserve.

(26. She believes that when persons are frightened, they tend to start spouting "truisms".

(27. She believes that about the only way real change occurs is when a strong, tough-minded person takes charge in a situation and makes it go.

(28. The idea that persons should be "tough-minded yet tender-hearted" is not particularly attractive to her.

(29. She believes that there is a lot of foolishness that happens as a result of the emphasis on this idea of "Love".

(30. She believes that alcohol is not a drug in the same sense as "grass" and is not dangerous.

(31. She believes that there are times when it's necessary to make people do certain things that are good for them.

(32. She believes that a problem that appears to always be with us is, "There are too many chiefs and not enough Indians ..."

(33. She believes that there are too many "do-gooders" who haven't learned the lesson "You can't make a silk purse out of a sow's ear ..."

(34. She believes that, especially in the business world, most people don't realize you've got to be highly competitive to succeed.

(35. She doesn't seem to trust others as much as many people do.

(36. She believes that society would be better off if the laws were more rigourously enforced.

(37. She believes that persons who do wrong should be punished severely--this is one way of stopping wrongdoing.

(38. She believes that, frankly speaking, some speed limits are ridiculous.

(39. She believes that there seems to be too little respect for our high offices, our country, and our flag.

(40. She learned early in life it isn't a good idea to challenge authority.

(41. She learned early it was OK to challenge authority.

(42. There are times when she gets a certain satisfaction out of catching others in an act of wrongdoing.

(43. She believes that parents tend to be too permissive nowadays.

(44. She believes that there are times when one is justified in spanking a child hard for the child's own good.

(45. She believes that there are too many persons who watch rather than participate in competitive sports.

(46. She believes that there's too much live on-the-spot news reporting and it needs to be controlled more.

(47. She believes that most people will tend to do anything--all it takes is a keen ability to sell them on it.

(48. She believes that if we're going to survive as a nation, we must continue to support countries friendly to us even if they are dictatorships.

(49. She believes that no person, even though he feels life is not worth living, is justified in committing suicide.

(50. She believes that "My country, may she always be right, but my country, right or wrong", is a good slogan.

(51. She believes that we need more rather than less censorship of the movies, TV, news, etc.

(52. She believes that the biggest mistake someone in charge of a situation can make is to lose "control" of the situation.

(53. She believes that, even though the constitution bars it, we should allow prayer in our schools.

(54. She believes that one reason advertising is so effective is that most people want to be told what they should buy, do, think, etc.

(55. She believes that people need to become more dedicated to certain fundamental truths about morals, right and wrong, human nature, etc.

(56. She believes that capital punishment will never be done away with.

(57. She believes that the problem with many persons today is that they allow others to push them around too much.

(58. She gets angry or disgusted with someone who is overly submissive, ingratiating, vacillating, compromising, etc.

(59. She believes that the ceremony of baptism is more than a symbolic ritual--it is essential for the spiritual welfare of the individual.

(60. She believes that there should be more control over college professors to insure that they do not put forth their own divergent opinions in the classroom.

(61. She believes that national patriotism will always be more important than so-called world patriotism.

(62. She believes that a remedy for the modern divorce situation would be to make the conditions for divorce more stringent so that marriage would be considered in a more serious light.

(63. She believes that persons are better off if they accept tried and true tenets about life rather than adopt a "soft" questioning approach.

(64. She believes that persons who tend to be "bossy" actually lack self confidence, though they may not realize it.

(65. She believes that many persons err because they are unwilling to accept responsibility.

(1. She seems to be more observant than many persons.

(2. She tends, more so than many, to keep her "cool" when others appear to become emotional and demonstrate aggressiveness, submissiveness, or withdrawal.

(3. Her parents tended to emphasize the value of using one's mind--perhaps more so than many persons.

(4. Her parents enjoyed her exploring and learning things for herself.

(5. She always had the feeling that her parents loved her warmly.

(6. She tends, more so than most, to gather facts and plan carefully before starting some action.

(7. She seldom feels bored, impatient, or lonely, even when with strangers.

(8. She has more interests, hobbies, etc., than most people she knows.

(9. She finds that she enjoys life as much as others do, yet she is able to maintain a sense of alert detachment when others seem to become emotional.

(10. She seems to be more comfortable, more so than many, with a long period of silence.

(11. There are times when she allows herself to experience extreme periods of excitement and enjoyment.

(12. She seldom, if ever, blushes.

(13. She seldom, if ever, cries.

(14. She seems to prefer problem-solving behavior as contrasted to bargaining, compromising, or negotiating behavior--more so than many persons.

(15. She would enjoy attending one of those "sensitivity" or awareness training or encounter group sessions.

(16. Though she appears to experience and express a full and enjoyable range of emotions, and make use of them, she seems to be able to control them more so than many.

(17. She seems to have little need to dominate other persons, but she also seldom, if ever, feels dominated by others.

(18. Most of the time, she tends to involve "doers" in the planning of a project.

(19. She has clear and strong convictions and voices them, but responds to sound ideas by changing her mind.

(20. Though others at times seem to want to suppress or gloss over or compromise person-to-person conflict situations, she insists on getting at the underlying causes and resolving the causes face-to-face.

(21. She places considerable value on decisions that stick no matter what.

(22. It seems that more so than most, she tends to estimate the risks of making a decision before making it.

(23. More so than many, she extends herself in seeking out ideas, opinions and attitudes different from her own.

(24. Persons who have worked with her would say she is decisive, yet no one is afraid to disagree with her.

(25. As a child, her thoughts, desires, and behavior seldom elicited disapproval in the form of humor, sarcasm, teasing, punishment, etc.

(26. She has stepped on toes in order to get an important job done.

(27. She tends to hold out for creative, as opposed to traditional, solutions to a majority of problems.

(28. She believes that effective leadership enables people to give the best of themselves rather than seek the best for themselves.

(29. More so than many, she believes that people's feelings and thoughts are important.

(30. She doesn't believe there is a natural and unresolvable conflict between organizations and individuals.

(31. Even as a child, her parents encouraged her to express her views without fear of ridicule or punishment.

(32. More so than many, she seems to have developed a capacity for thinking independently, as opposed to conforming to others' thoughts.

(33. She would say that it isn't wishful thinking to assume that persons are capable of sustained self-direction and control.

(34. Somewhere she learned to have a healthy, positive attitude toward sex, her body, intimacy, etc.

(35. Most mistakes result from misunderstanding rather than carelessness.

(36. Somehow she seems to have learned to face the world in a relaxed, confident, enjoyable manner as contrasted with fear, distrust, cynicism, etc.

(37. She is an active member in a greater variety of organizations than most people.

(38. Absolute candor and honesty with others is possible.

(39. More so than with many people, persons seem to turn to her for advice, counsel, etc.

(40. Though there are times when compromise seems sound, she finds it usually doesn't provide the basis for sound solutions--especially to people problems.

(41. There have been times when she has cried unashamedly in the presence of others.

(42. More so than most, she manages to keep a calm appearance, though she is churning inside.

(43. She attended courses, seminars, lectures, etc., more so than most people she knows.

(44. Her parents, more so than the parents of some of her friends, didn't seem to push her as hard to achieve, make the honor roll, excell, etc.

(45. There are times when it seems appropriate to express emotions, and she has no difficulty doing so under the proper conditions and circumstances.

(46. Rather than suppress her emotions, she is able to make full use of them according to the demands of the situation.

(1. Though many might deny it, she believes that feelings are the actual basis of 99% of important life decisions.

(2. It seems more so than most--she feels sorry for herself.

(3. If a person of higher authority assumes the responsibility for a "tough" decision that must be done even though it imposes a considerable hardship on some people, she will help carry it out.

(4. When in a tense situation, she tends to laugh to relieve tension.

(5. She really enjoys driving very fast.

(6. There are times when she might say: "I don't make the rules, I just follow them ..."

(7. She would say that the behavior of many persons in positions of higher authority is often done to build them up at lesser persons' expense.

(8. When in a tense situation, she tends, more so than many, to withdraw.

(9. Possibly more so than some, she uses expressions such as "Gosh", "Gee", "Golly", "Wow", etc.

(10. She doesn't mind being an"Indian" but she would rather someone else be "Chief".

(11. Seemingly more so than with many, her positive feelings are likely to become active in social situations.

(12. She is the sort of person who has difficulty sticking to a diet, quitting smoking, etc.

(13. Perhaps more so than others, she is concerned when persons display their negative emotions such as anger, boredom, etc.

(14. There are occasions when she tells herself "Be quiet--you're talking too much ..."

(15. She finds that she becomes uncomfortable in "unstructured" situations.

(16. There are too many times when she tries to tell a joke and it falls flat.

(17. As a child, she can recall situations where older persons make her feel ashamed.

(18. There are times when she catches herself laughing too loudly or talking too loudly.

(19. For some reason, there are times that she seems to get the "worst end of the deal ..."

(20. She might say that it may be that her parents tended somewhat to make her fearful of the world and persons in it rather than optimistic about the world.

(21. She would say that humility is one of, perhaps the greatest of, virtues.

(22. Possibly more so than most, there are times when she feels like skipping or running.

(23. For some reason, she has the impression that her parents thought of her as being of average or mediocre intelligence.

(24. She seems to want her own way more often than a fully mature person should.

(25. She doesn't seem to get her way as often as would be fair.

(26. She prefers, possibly more so than many, to occupy a position of less rather than more responsibility, authority, senior, higher, etc.

(27. There were times her parents embarrassed her by waiting up for her after a date.

(28. She knows there are times she ought to eat less than she does.

(29. She never seems to have much difficulty in obeying instructions though there are times she needs a better indication of how she is performing.

(30. Though she seems to hide it well, she does become bored easily.

(31. More so than many, her parents respected and encouraged her to express her emotions, such as laughter, sorrow, anger, etc.

(32. When she thinks of having a meaningful conversation with her parents, she becomes cynical, aroused, angry, frustrated, depressed, etc.

(33. She has difficulty in understanding why some people take life so seriously--a bit of horseplay once in a while is good.

(34. She feels some envy of persons who quit their careers in order to start a new life style.

(35. If anything, it seems to her that she is too trusting of the motives of others.

(36. More often than she would like, she has heard people say to her, "Would you please repeat what you said--I seem to have difficulty understanding you ..

(37. If a situation appears to be overly serious, she is likely to attempt some humor to lessen the tension.

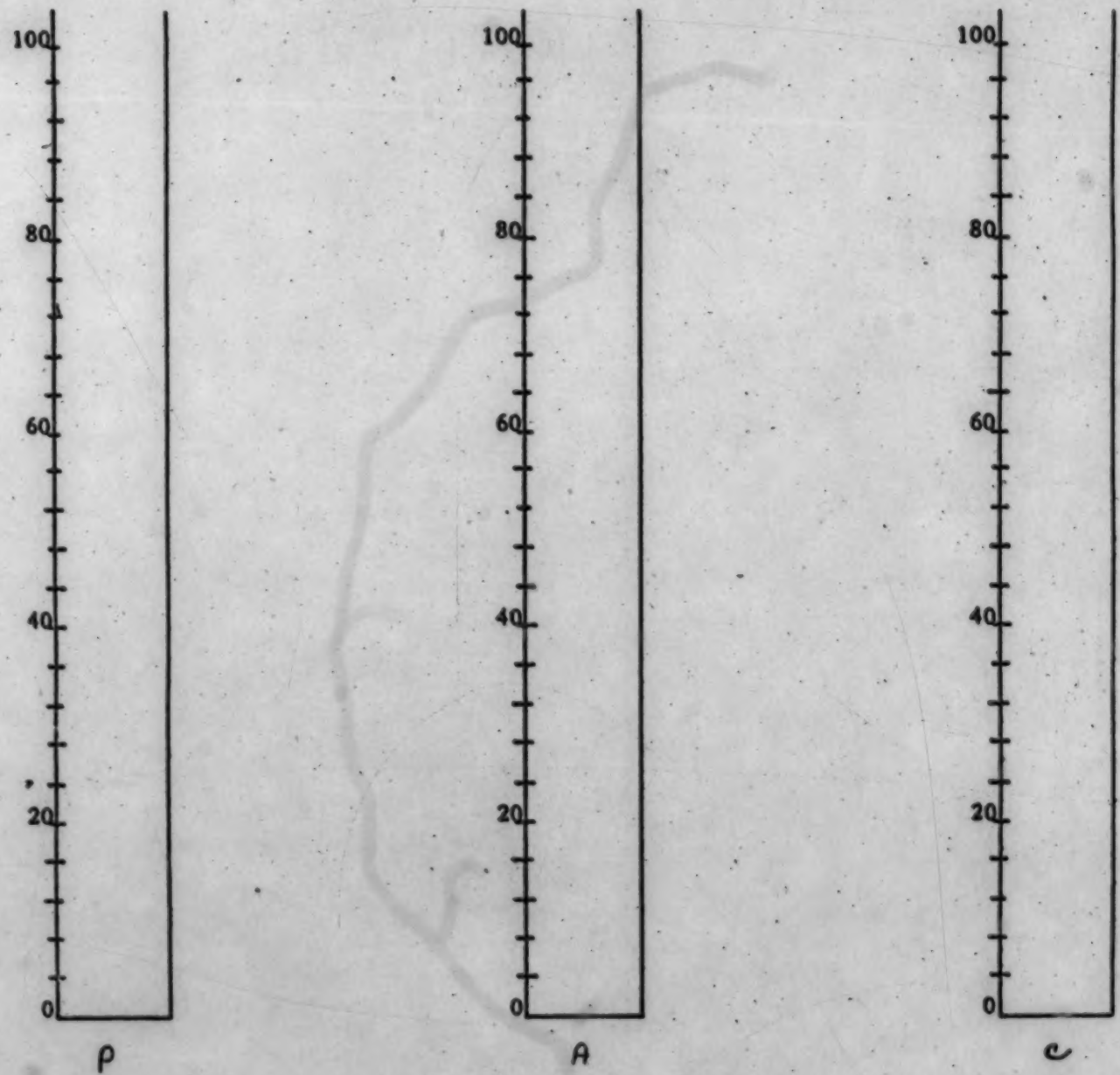
(38. Perhaps more than she should, she agrees rather than argue with others about concepts of right and wrong, ideas about what to do, plans, programs, systems, procedures, etc.

(39. She would say that there is not as much truth in the expression, "Nice guys never win ..." as some would have you believe.

(40. She catches herself being overly concerned about the approval of others--more often than she would like.

(41. She would say that there are and always will be a large number of insoluble problems in this world--you can either cry or laugh and you might as well laugh about it.

(42. More often than she would like, it seems her feelings influence my behavior and she does inappropriate as a result.



P = "Parent" ego state. This represents the extent our behavior resembles that of a parent. It is characterized by automatic use of words as "cute"; "sonny"; "ought"; "should"; "must"; "always"; "disgusting"; "naughty"; etc. The Parent is "never wrong".

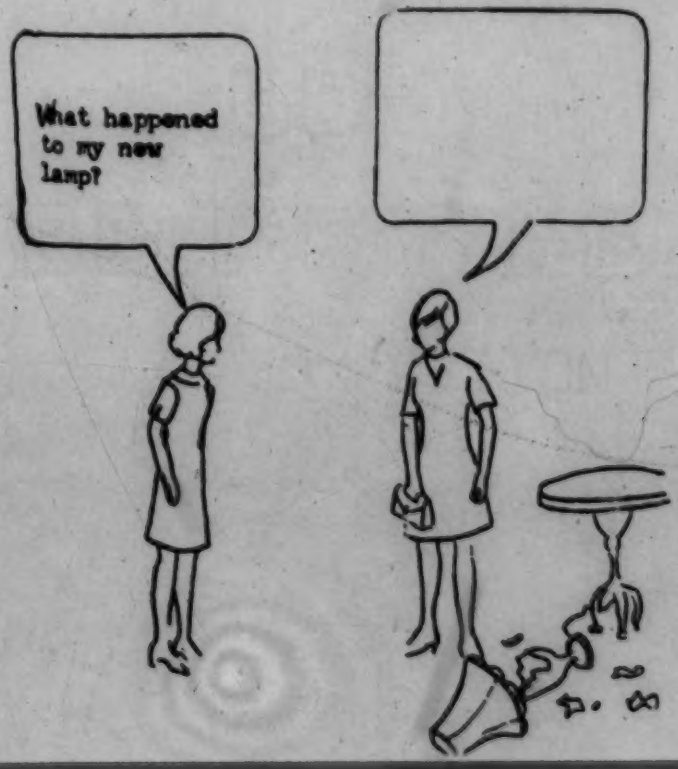
A = "Adult" ego state. This represents the extent our behavior is a function of thought processing of facts offered by the "here and now" environment. Also includes probability estimating. The Adult says, "I will."

C = "Child" ego state. This represents the extent our behavior resembles that of children. Oaths, exclamations, name calling along with the use of such words as "gee"; "I'll try"; "maybe"; etc. are typical.

APPENDIX E

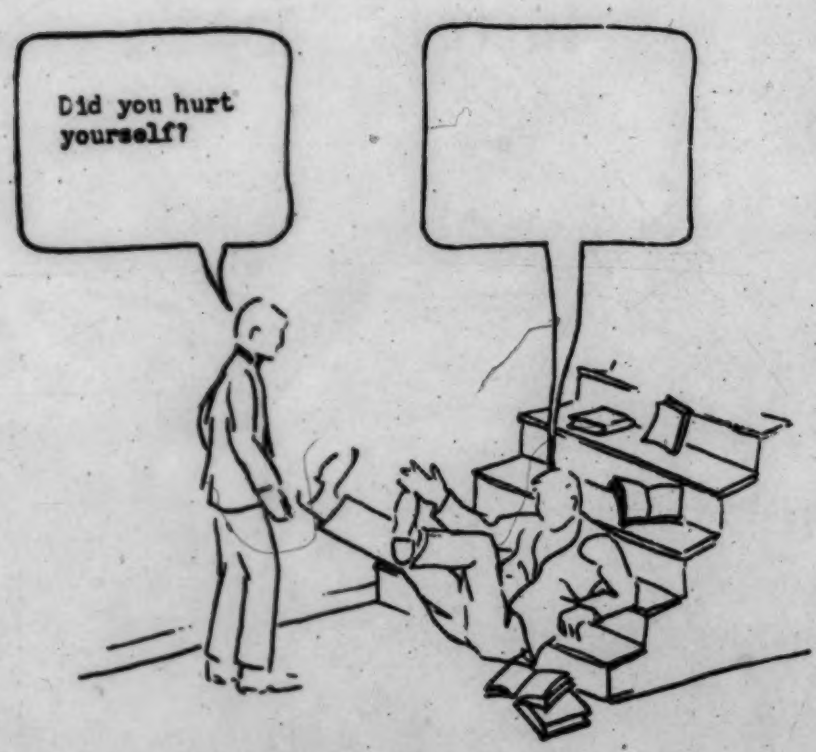
EGO STATE INVENTORY

1. Get lost and mind your own business.
2. We would like to have you come in and join us.
3. Would you like to speak to the host?
4. Who cares?
5. I'm sorry. I will turn down the music right now.



1. I'll clean it up. I should be more careful.
2. Why ask me?
3. Don't worry. I'll replace it immediately.
4. You shouldn't have had it so close to the edge.
5. I knocked it over.

3



1. I'm not sure but thanks for your interest.
2. No, I don't think so.
3. What does it look like?
4. I told you to help me carry the books.
5. I just hope I didn't damage your books.

4

1. Well, I'm not standing here another minute.
2. I guess we will just have to put up with it.
3. It may be because of the weather.
4. You had better button your coat or you will catch a cold.
5. Stop complaining.

APPENDIX F

ROLE CONSTRUCT REPERTORY TEST

ROLE CONSTRUCT REPERTORY TEST -- GROUP FORM

Part A: Role Title List

Instructions:

Write the name of each of the persons indicated in the blanks provided below.

If you cannot remember the name, but do remember the person, simply note a check mark or some other note of identification.

If you cannot remember the person, substitute the name of a person whom the role title suggests to you.

Do not repeat names. If a role title appears to call for a duplicate name, substitute the name of another person whom the second role title suggests to you.

1. Your mother or the person who has played the part of a mother in your life. _____

2. Your father or the person who has played the part of a father in your life. _____

3. Your brother nearest your age. If you have no brother, the person who is most like one. _____

4. Your sister nearest your age. If you have no sister, the person who is most like one. _____

5. A teacher you liked or the teacher of a subject you liked. _____

6. A teacher you disliked or the teacher of a subject you disliked. _____

7. Your closest girl (boy) friend immediately before you started going with your wife (husband) or present closest girl (boy) friend. _____

8. Your wife (or husband) or closest present girl (boy) friend. _____

9. An employer, supervisor, or officer under whom you served during a period of greatest stress. _____

10. A person with whom you have been closely associated, who for some unexplainable reason, appeared to dislike you. _____

11. The person whom you have met within the past six months whom you would most like to know better. _____

12. The person whom you would most like to be of help to, or whom you feel most sorry for. _____

13. The most intelligent person whom you know personally. _____

14. The most successful person whom you know personally. _____

15. The most interesting person whom you know personally. _____

ROLE CONSTRUCT REPERTORY TEST -- GROUP FORM

Part B: Construct Sorts

Instructions: (Supply your name and the date.)

The sets of three numbers in the following sorts refer to the numbers, 1 to 15 inclusive, in Part A.

In each of the following sorts three numbers are listed. Look at your Part A sheet and consider the three people whom you have listed opposite these numbers.

In what important way are two of those three people alike and, at the same time, essentially different from the third?

After you have decided what that important way is, write it in the blank opposite the sort marked CONSTRUCT.

Next encircle the numbers corresponding to the two people who are alike.

Write down what you believe to be the opposite of the construct in the blank marked CONTRAST.

SORT	NUMBERS PART A	CONSTRUCT	CONTRAST
1.	10,11,12		
2.	6,13,14		
3.	6, 9,12		
4.	3,14,15		
5.	4,11,13		
6.	2, 9,10		
7.	5, 7, 8		
8.	9,11,15		
9.	1, 4, 7		
10.	3, 5,13		
11.	8,12,14		
12.	4, 5,15		
13.	1, 2, 8		
14.	2, 3, 7		
15.	1, 6,10		